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ABSTRACT

This curriculum guide is designed to assist teachers and supervisors in introducing middle and high school students to the MS DOS computer and its functional application software in word processing, database management, and spreadsheet analysis. The guide begins by introducing students to computers: when and how they are used, hardware and software, and the proper handling of disks and computer lab equipment. Basic computer skills such as loading, saving, and formatting disks are covered next, followed by an introduction to the word processing program PC Write. Student activities include the writing of reports, stories, poems, letters, and a class newspaper. The PC-File III program teaches students how to make files on different topics and organize reports from the files. The As Easy As spreadsheet program teaches students how to create budgets, order forms, and other computing skills. Each lesson contains student worksheets and activities that reinforce what is taught in the lesson. These may also be found in the Appendix. It is suggested that the book be used sequentially. The data disk and three program disks that usually accompany the guide are not included in this document. (DB)

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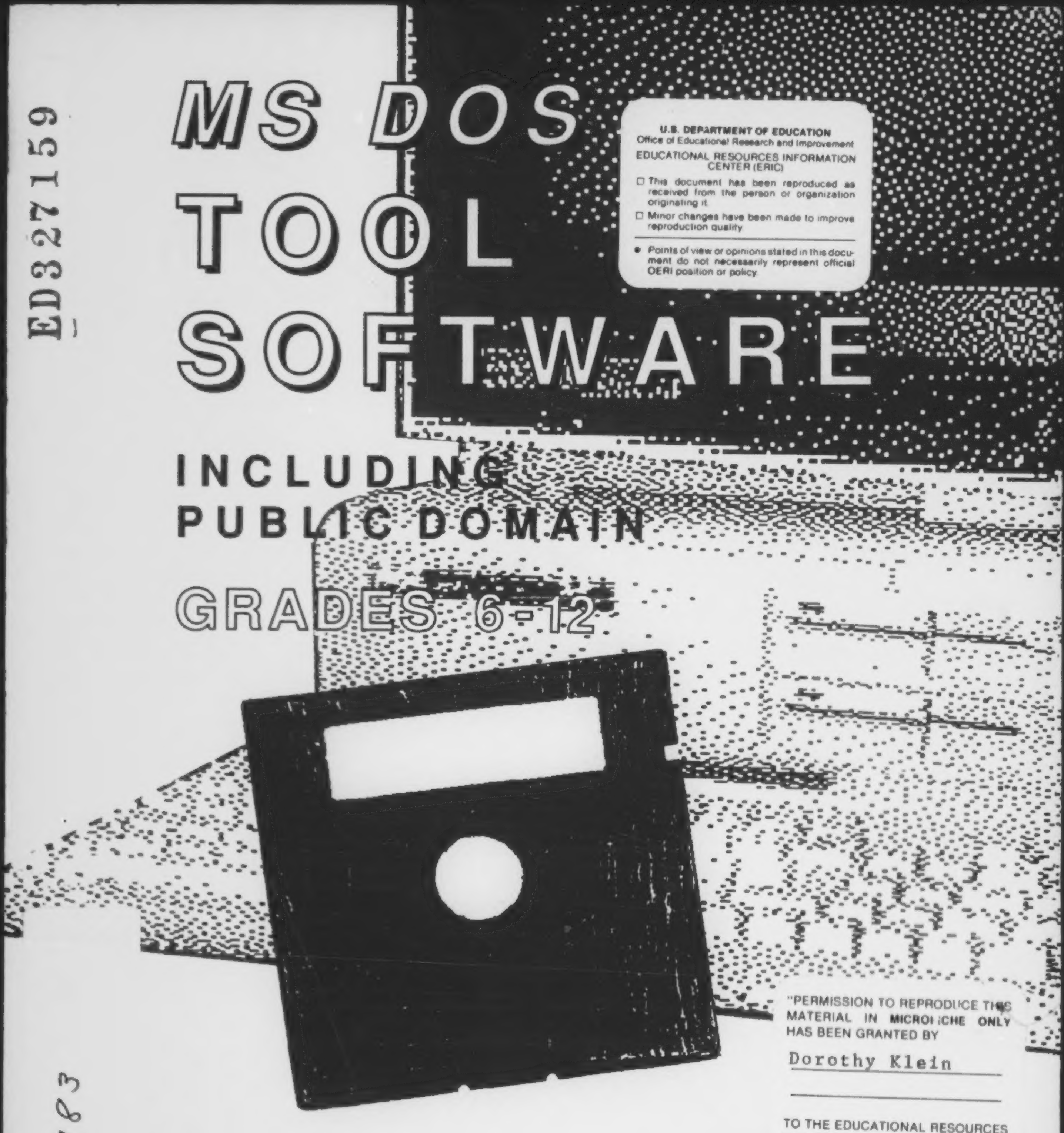

MS DOS TOOL SOFTWARE

INCLUDING PUBLIC DOMAIN

GRADES 6-12

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MS DOS
TOOL SOFTWARE

INCLUDING PUBLIC DOMAIN

GRADES 6 - 12

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Copies of this publication may be obtained from the Division of Computer Information Services, Office of Computer Resource Services, Room 409, 131 Livingston Street, Brooklyn, N.Y. 11201.

Foreword

The rapid establishment of the computer as a routine instrument of instruction and its successful integration within curricula inspires educators to continue to explore its potential and expand its applications.

The purpose of this guide is to offer teachers and supervisors a working knowledge of current approaches to the direct application of the computer to the classroom, from which we can count on them to constantly devise new ideas for its use. Since computer-centered instruction rests upon a dynamic, evolving technology, only flexible and contemporary methods and materials will lead to fulfillment of its possibilities for the benefit of our children. We encourage our colleagues to experiment freely from the base of this guide's lesson plans and suggestions, and to work in concert with us to assure the computer's continued use as an efficient classroom tool.

I invite you to write to me directly with any comments or suggestions.

Irwin Kaufman

Irwin Kaufman, Chief Information Officer,
Division of Computer Information Services

Acknowledgments

MS DOS TOOL SOFTWARE - 6-12 (including Public Domain), along with its companion Student Workbook, is a project of the Division of Computer Information Services, Irwin Kaufman, Chief Information Officer.

Joseph H. Eaione, Director, Office of Computer Resource Services, Division of Computer Information Services, is responsible for overall supervision of computer technology staff and curriculum development.

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Jeffrey L. Branzburg, Supervisor, Central Operations, Office of Computer Resource Services, Division of Computer Information Services, was directly involved in the development and final review of the project.

MS DOS TOOL SOFTWARE - 6-12 introduces the junior high or high school student to the computer and its functional application software in word processing (text editing), data base management and spreadsheet analysis. The book includes public domain software and is supplied with a data disk and three program disks. Student worksheets are included in each lesson as well as in the separate Student Workbook.

This book was conceived and written by Jane Pers, James Madison H.S., and was edited by Dorothy Klein, Coordinator of the Curriculum Unit, and Bernard Walker, Supervising Principal, retired. Special thanks go to Helene Fink, Acting Regional Supervisor, Queens Technical Assistance Center, for her editing assistance and many useful suggestions.

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Notes on the Use of This Guide

This publication is designed to assist teachers and supervisors in introducing middle and high school students to the MS DOS computer and its functional application software in word processing, data base management and spreadsheet analysis. Accompanying this guide are a data disk and three program disks. Duplication ("back-up") of these disks before you begin is strongly suggested. If you are not familiar with the procedure for disk duplication, read the appropriate section in the Appendix for step-by-step instructions.

The guide begins by introducing students to computers: when and how they are used, hardware and software, proper handling of disks and computer lab equipment. Students will become aware of the extensive use of computers in their lives and will begin to feel comfortable using the computer lab.

After learning basic computer skills such as loading, saving, formatting disks, etc., students are introduced to the word processing program, PC-Write. PC-Write is a public domain disk, which means it may be freely copied and given away. (The same is true for PC-File III and As-Easy-As disks.) PC-Write allows you to write using the computer keyboard. Students will produce reports, stories, poems, letters and even a class newspaper. Worksheets and activities follow each lesson.

The PC-File III public domain data base is a very special electronic filing program. Students will learn to make files on many different topics and will then organize reports from the files. (They will no longer think of files as folders filled with paper located in filing cabinets.) Each of the data base lessons is followed by student worksheets and activities.

The As-Easy-As spreadsheet is a public domain program that is used to organize numbers. With it, students will create budgets, order forms, and many other projects. The speed with which the computer will calculate the figures will amaze your students. Again, each lesson contains student worksheets.

The Appendix contains a listing of all worksheets and other activities found in each section. Also included with this book is a book of perforated worksheets so that they may be easily reproduced.

It is suggested that this book be used sequentially. If you have any technical questions, or require assistance with any of the lessons or software, feel free to contact your local Technical Assistance Center. See the Appendix entitled "For More Help" for the address of the TAC nearest you.

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Classroom Management Procedures

A full class load of students working independently at 16 or more computer stations can easily lead to an almost chaotic confusion during a computer lab period, particularly if finding and distributing each student's working diskette takes excessive time at the start. In addition, one's ability to retrieve the performance information the program will record for each student depends upon carefully organizing the distribution and collection of the diskettes from the start. For these reasons, and a host of others, it is a good idea to think of classroom management procedures long before the computer lab period actually takes place, and to structure both the computer period and the computer room in ways that will make the period run smoothly and effectively.

In an ideal world each of the students would be able to work independently at a computer workstation, and that situation may exist in some classrooms at some times during the year. But most classes consist of 30 or more students and most computer labs of 16 or fewer workstations; the large number of workstations and the larger number of students require careful record keeping and classroom management. Students must work in a highly structured environment in the lab or they will accomplish much less than one expects them to.

The following outline of suggested procedures will help you create a structured computer lab; after a few periods in the lab you may want to modify the procedures to better suit your own needs.

I. Before the computer lab period.

1. If you are not familiar with the computers in your school, or not entirely comfortable with them, spend some time working with them on your own before you guide your students in using them. Your uncertainty or uneasiness about computers may leave you at a loss at some point in your lesson or be transmitted to those of your students who also feel intimidated by the machine. In either case it will have a negative effect on your lesson.

2. Preview thoroughly the software you intend to use. Learn what it does and how it works. Find out what background information your students will need to run the program --for example, what vocabulary they will have to know. Once 16 groups of students start working and, presumably, asking questions, it will be impossible to decipher anything about the program that you, and they, may find confusing.

3. Number each workstation in the computer lab clearly, so that you and the students can refer to the numbers easily.

   If it isn't possible to copy one student working diskette for each member of the class, you can use one diskette at each workstation. However, the advantages of individual student diskettes outweigh the disadvantages, and by a wide margin. Diskettes are relatively inexpensive, particularly when they are ordered in large quantities, and you will be able to use them year after year, virtually forever, simply by recopying the original program diskette over them whenever a class completes the program. In addition, providing each student with an individual diskette will prevent certain student generated errors from occurring and make classroom management and student evaluation much easier for you. Refer to the section of this booklet entitled "Software Duplication Guidelines" for copying instructions and for information about obtaining diskettes through a Bureau of Supplies contract.

4. Clearly label each diskette to coincide with one of the workstations--i.e., diskette number 14 must always be used at workstation 14. (Of course, any diskette will work at any station, but for classroom management purposes make sure the students follow this rule strictly.)

5. Divide your class into workstation groups of two, three, or four students, as needed. Look over the student combinations carefully before making final assignments. If you don't feel that a particular combination of students will work well together for an extended period of time, don't allow them to form a group. Once a group has been established, it will be necessary for those students to work together through each of the modules in the program, a procedure that can last for weeks.

6. Assign each group a work station number and keep a close record of the names of the group members and their group number. Each group should work at the same workstation through the entire program, and with the same student operating diskette. Each student operating diskette will eventually hold all of the records of only those students who use that diskette. If a student uses a different diskette each time he works, the records will be scattered among them all, and it will be difficult to retrieve them; for 30 or more students it would be too time consuming to be feasible.

7. As an extra precaution, label each diskette with the names of the students who will use it.

8. Make sure each terminal has a duplicated instruction sheet for saving. Losing work because of a quick, careless save can be very upsetting.

II. During the computer lab period.

1. At the beginning of the period have the students sit at their assigned workstations, with no exceptions. Then distribute the diskettes according to their corresponding numbers; the student names on the diskettes should also correspond to the students who are at each workstation.

2. At the end of the period collect the diskettes and store them in numerical order to make their distribution at the next period easier.

3. Once you have established workstation groups, assignments and procedures, resist any temptation to make changes unless the changes will clearly be to your advantage. As in any classroom, the closer you follow established procedures, the more control you will maintain over the period and the more effective the use of the software will be.

4. Have a signal, or stop the class and tell them to close down the terminals prior to the bell. Insist that they respond to your request.

5. Allow ample time to do printing. It usually takes longer than anticipated. A computer paraprofessional or student printer assistant can speed up the process.

6. The students should be responsible for turning off the computers and printers. They should also place their chairs in the proper position. Insist that they follow the procedures you establish.

Table of Contents

Foreword iii
Acknowledgments iv
Notes on the Use of This Guide v
Classroom Management Procedures vi

I. PC-Write Word Processing Unit 1

Topic 1. Welcome to the World of Computers 3
Topic 2. Computer Hardware 17
Topic 3. Computer Software 27
Topic 4. Proper Use of Disks and Hardware 34
Topic 5. Introduction to Using PC-Write and the Keyboard 41
Topic 6. Using the Computer Keyboard 53
Topic 7. Using the Cursor Movement Keys 61
Topic 8. Inserting Characters 67
Topic 9. Centering Lines 74
Topic 10. Inserting Lines and Spaces 79
Topic 11. Editing by Deleting 85
Topic 12. Editing by Inserting and Deleting 93
Topic 13. Writing Descriptive Poetry 101
Topic 14. Using Comparison in Poetry 113
Topic 15. Writing Form Poetry 118
Topic 16. Moving a Block 124
Topic 17. Copying Blocks 130
Topic 18. Deleting Blocks 134
Topic 19. Editing by Searching and Replacing 138
Topic 20. Printing a File 144
Topic 21. Changing Layout 156
Topic 22. Setting and Deleting Tabs 162
Topic 23. Writing and Editing Descriptions 168
Topic 24. Creating a Short Story 174
Topic 25. Creating a Class Newspaper 180
Topic 26. Writing a Research Report 186
Topic 27. Creating Computer Graphics 190
Topic 28. The RCT Business Letter 195
Topic 29. RCT Report 201
Topic 30. RCT Persuasive Essay 208

Additional Word Processing Activities 214

Word Processing Vocabulary 224

II. PC-File III Data Base Management Unit 227

Topic 31. Introduction to Data Base Management 230
Topic 32. Identitying Data Base Terms 236
Topic 33. Displaying Data Base Records 243
Topic 34. Searching Records for Exact Data 249
Topic 35. Searching Records for Partial Data 254
Topic 36. Sorting a Data Base File 258
Topic 37. Planning a Data Base 263
Topic 38. Planning Data Base Reports 268
Topic 39. Designing a Data Base 272
Topic 40. Entering Fields and Field Lengths 278
Topic 41. Entering Records 284
Topic 42. Adding Records 289
Topic 43. Modifying Records 292

Topic 44. Deleting a Record 296
Topic 45. Displaying Records 300
Topic 46. Finding Records Using the Exact Search 305
Topic 47. Finding Records Using the Partial and Soundex Searches 309
Topic 48. Changing the Record Layout 314
Topic 49. Completing a Single Comparison Search 321
Topic 50. Printing a Multiple Comparison Search Report 326
Topic 51. Creating An Integrated Report 332
Topic 52. Creating a Planets Data Base File 336
Topic 53. Using a Data Base for Research 340
Topic 54. Using a Data Base to Make Predictions 344
Topic 55. Using a Data Base to Answer Questions 348

Additional Data Base Activities 352

Data Base Vocabulary 360

III. As-Easy-As Spreadsheet Unit 363

Topic 56. Introduction to the Spreadsheet 365
Topic 57. Viewing the Spreadsheet Screen 373
Topic 58. Moving the Cursor On a Spreadsheet 382
Topic 59. Learning About Labels and Values 389
Topic 60. Entering Labels 394
Topic 61. Editing Labels 399
Topic 62. Learning About Functions 404
Topic 63. Learning About Formulas 409
Topic 64. Learning About Range and Global Commands 415
Topic 65. Formatting a Spreadsheet 419
Topic 66. Entering Values 425
Topic 67. Entering a Formula 429
Topic 68. Using the Copy Command 433
Topic 69. Using the Move Command 438
Topic 70. Copying a Formula 441
Topic 71. Writing a SUM Formula 446
Topic 72. Inserting and Deleting Rows and Columns 451
Topic 73. Figuring Averages 457
Topic 74. Using Other Functions 464
Topic 75. Creating and Printing a Budget Spreadsheet 471

Additional Spreadsheet Activities 476

Spreadsheet Vocabulary 482

Appendix 483

1 - Keyboard Layouts 485
2 - Disk/Diskette Basics 486
3 - Handling Diskettes 487
4 - Software Duplication Guidelines 488
5 - DOS Reference Guide 489
6 - Copying Public Domain Diskettes 494
7 - For More Help 496
8 - Student Worksheets 497

Questionnaire 507

I

PC-WRITE
WORD PROCESSING UNIT

PC-WRITE
WORD PROCESSING

OVERVIEW

PC-Write is a public domain word processing program. This means it is legal to make copies and distribute them freely. Since writing can sometimes make students feel extremely frustrated, this program can help them write, easily edit their mistakes and print professional looking copies of their work. PC-Write is simple enough for grade school students, yet it is a program used by many high school pupils and adults because of its advanced features.

Objectives

By the end of this section you and your students will be able to:

- format a blank disk
- create a file
- load a file
- save a file
- get the file directory on the screen
- retrieve a file
- edit a file by inserting and deleting
- reformat lines
- center lines
- use the cursor movement keys
- move, copy, and delete blocks
- use the search and replace commands
- set margins
- set tabs
- right justify text
- set special layouts
- set printing formats
- print a file
- use the computer as a writing tool
- create graphics

FOR FURTHER INFORMATION

Since not all the features will be explained in these lessons, there is a PC-Write Quick Guide and the PC-Write User's Guide. For additional information, contact Quicksoft at 219 First N. #224, Seattle, WA 98109, (206) 282-0452.

Topic 1: Welcome to the World of Computers

Aim: Where are some places computers are used?

Performance Objectives: Students will be able to:

- identify places where computers are used
- discuss the purposes of computers
- discuss how computers are used for word processing
- investigate how computers are used in your school

Materials:

- worksheets 1.1-1.11
- approximately six items with UPC codes (e.g., library card)

Do Now:

Write a sentence naming a job that you have seen computers doing.

Vocabulary: communication, UPC codes, EKG, laser surgery, satellite, word processing

Motivation:

Ask the class to spend a few seconds thinking about the first time they heard about a computer. After discussing their answers, tell them that they are the first generation of humans to really be involved in this new type of electronics. Ask them how computers affect their lives. Ask them what items in their homes have a computer in them. Tell them that in the lessons they are about to begin they will learn many new things about computers and three different ways to use a computer. Tell them that they will learn the word processor to write, the data base to make files and the spreadsheet to organize and calculate figures. Explain that the skills they learn in the computer lab will more than likely be ones they will use in a future job.

Development:

1. Tell the class that in the first set of lessons they will learn how to do word processing. Ask them if they know what it means. (Elicit - using a computer to write and make corrections right on the screen.) Before they begin learning word processing, they will devote several classes to learning about how computers are used, how a computer works, and rules for using computers and the computer lab.

2. Distribute Worksheets 1.1 through 1.9. Read the material on Worksheet 1.1. Discuss the sentence, "Computers have made the world a smaller place." Ask them to think of examples. Emphasize the fact that computers are not intelligent by themselves since they need a human to give them commands.

3. Ask the class to think about the fact that a baseball game that has gone into extra innings late at night can be featured in the morning paper. Discuss how computers make it possible. Have students complete Worksheet 1.2.

4. Ask the class if they have been in an airport recently. Have them explain how they saw computers being used. Have them read and discuss Worksheet 1.3 and complete the activity.

5. Ask the class if a member of their family has a bank machine card. Ask them to explain how it is used and what it is used for. Have them read and discuss Worksheet 1.4.

6. Ask the class if they have been in a hospital or seen one on TV or the movies recently. Have them explain how computers were used. Have them read and discuss Worksheet 1.5. Discuss the EKG and laser surgery. Explain that a new type of laser surgery can reshape the eyeball so that vision can be corrected and a person can see without glasses or contacts. Have them decide whether they would ever consider such surgery.

7. Ask the class if they have ever seen the Olympics on TV or another show from a different part of the world. Tell them that computers make it possible. Read and discuss Worksheet 1.6.

8. Ask the class if they are aware that the sneakers they wear and the cars they ride in were probably designed on a computer. Explain that CAD (computer-assisted design) programs are used to design and study products. Mention the plotter which is an output device that reproduces maps, charts and graphs. Explain that a plotter can place the drawing pen on as many as 5,000 different points within a square inch of paper and can also make drawings in many different colors. Have the class read and discuss Worksheet 1.7.

9. Hold up the items with the UPC codes. Ask the class what they have in common. Ask them to explain what the codes are used for. Have them read and discuss Worksheet 1.8.

10. Ask the class if they have a member of their family who works in a business. Question whether they use a computer on their jobs. Have the class read and discuss Worksheet 1.9.

11. Ask the class if they think they are at all like a computer. Have them explain. Distribute Worksheet 1.10. Read the introductory material and have the students complete the ten-part activity. Discuss the responses. Have the students complete the two statements on the bottom of the page.

12. Discuss how the places that the class learned about in this lesson use word processing.

Application:

Tell the class that they are to investigate how their school uses computers. Distribute Worksheet 1.11 for the students to complete. After the assignment has been completed, the class will share what they have learned.

Summary:

1. Where are computers used?
2. How are computers used?
3. How are computers used for word processing?
4. How are computers used in your school?

Homework:

Make a list of other places that computers are used. Explain how each place uses them.

Enrichment:

Do research using current magazines on one of the places that computers are used. Write a one page report. Be sure to list your sources.

TOPIC 1

Name ______________________________ Date ______________

WELCOME TO THE WORLD OF COMPUTERS

Computers have made the world a smaller place. We can communicate with any place on the planet Earth because of computers. We can even communicate with our computers in outer space.

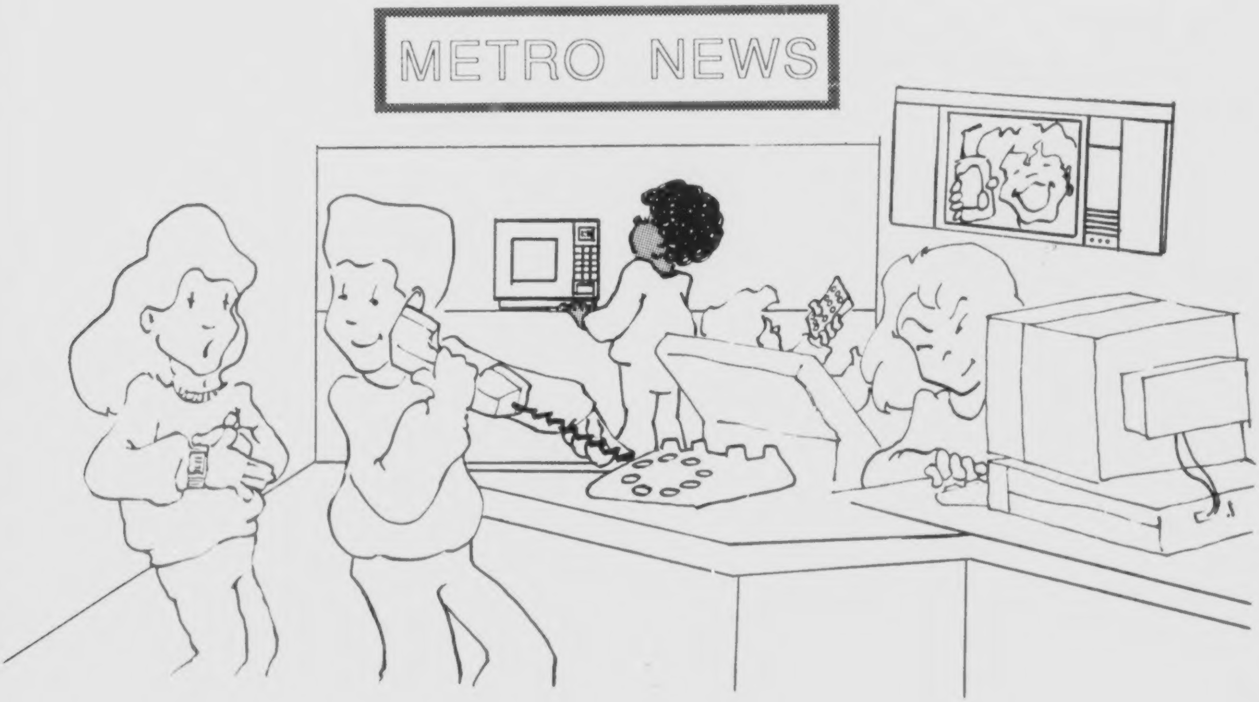
Computers are machines that help us do many things. They work very fast and have great memories. They will work for you 24 hours a day because they never get tired. They do need your help though. They are useless without humans giving them commands. In this chapter you will learn about just a few of the things computers can do.

Name several things you know computers can do.

Name ______________________________ Date ____________________

NEWSPAPERS

The newspaper business was one of the first to use computers. Because the machines are so fast, they can print the late news. Sports fans love this, since they can't wait to get their hands on the morning paper to see how their favorite teams did.



List some ways newspaper publishers use computers.

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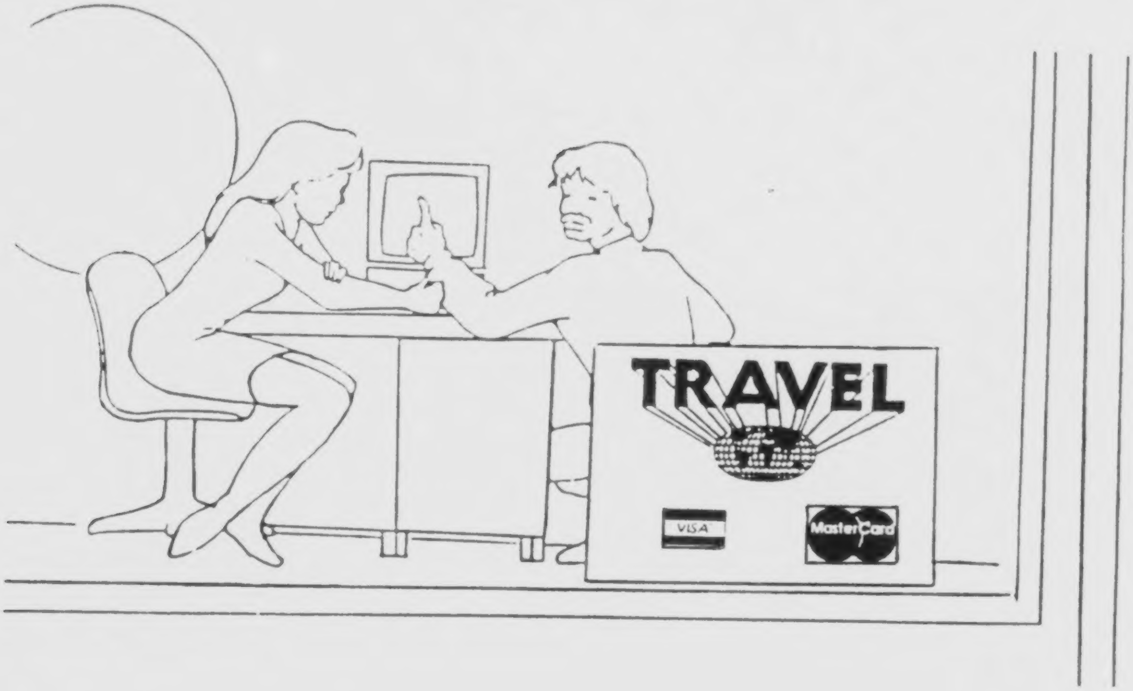
____

____

Name ______________________________ Date ________________

TRAVEL

Computers are used to train pilots and to help them fly and land planes. They are also used by travel agents and airports. With computers, these people can plan your trip, assign your seat, and post arrival and departure times on monitors in the airport. Without computers, astronauts would have never gotten off the ground. Ocean liners and fishing boats use computers to see through thick fog. Many new cars have a computer that controls the alarm and the ignition. We wouldn't get too far without computers.



Write down several ways that you have seen computers help with travel.

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____

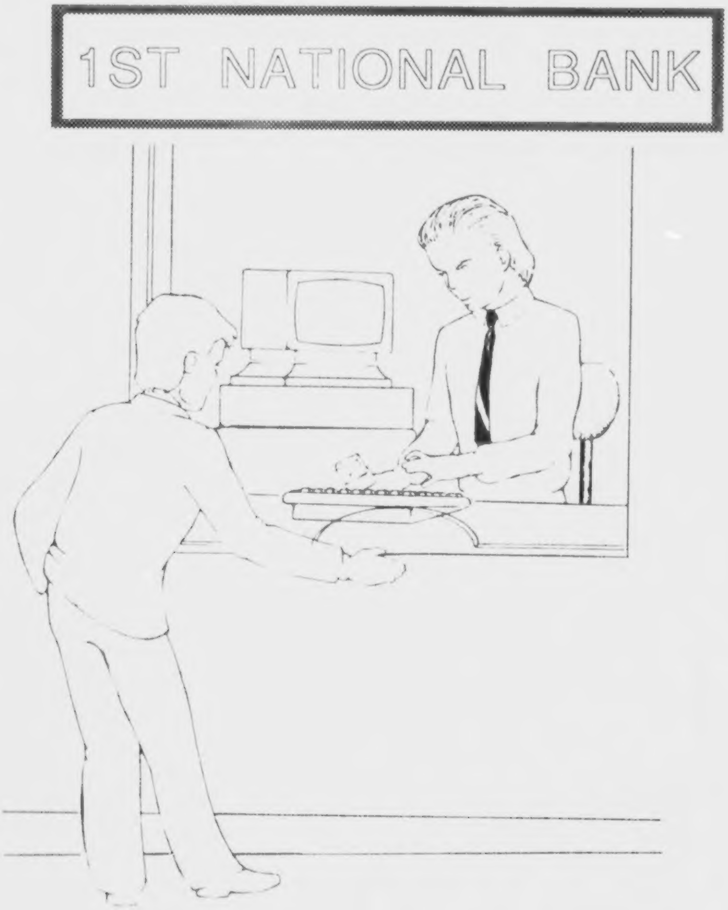
____

1.4

Name ______________________________ Date ______________

BANKS

People can now do their banking, even if they can't get there during banking hours. They can use the automatic machines where they can withdraw or deposit money. If you look closely at a check, you will see special computer code numbers. A computer can read the code and save the workers a great deal of time.



How do the members of your family use computers to do their banking?

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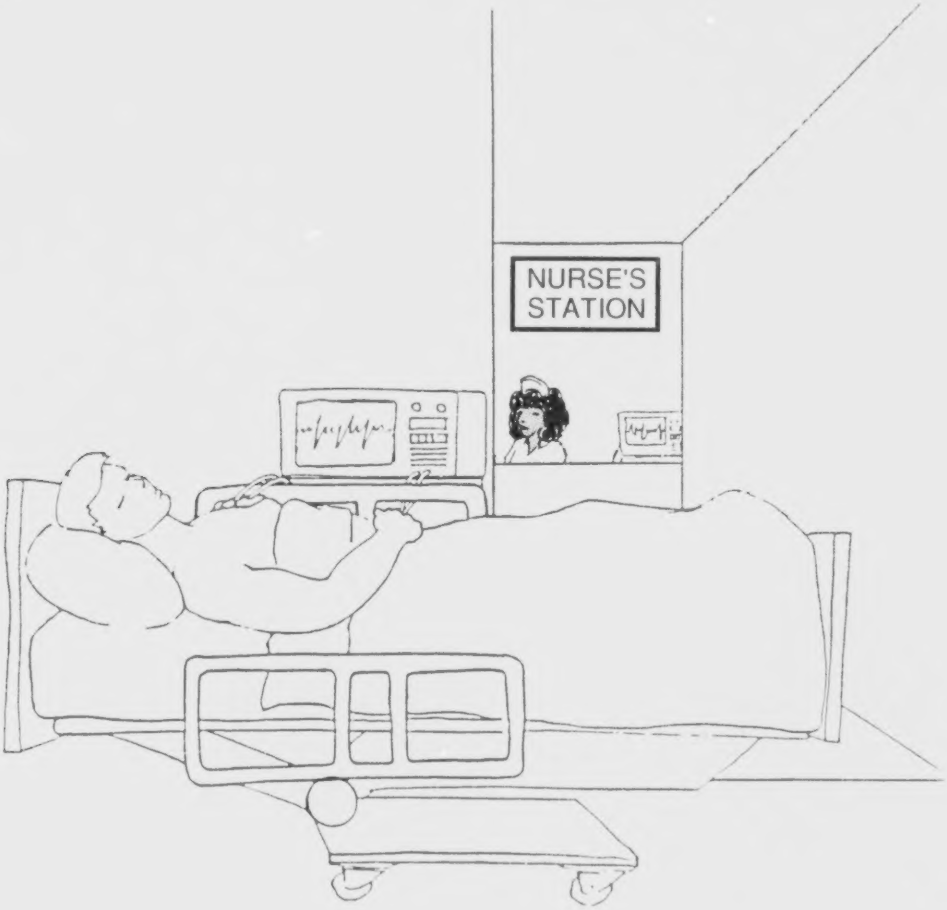
Name ______________________________ Date ____________________

HOSPITALS

Doctors use computers to perform special tests like EKG's which allow them to see a person's insides on a screen. Computers are used for surgery with lasers. The hospital staff uses them for keeping records of patients, medicines, operating schedules, and billing. Computers are also being used for genetic engineering, a field that is seeking cures for diseases such as cancer.



List several other ways people in hospitals and doctors' offices use computers.

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____

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Name ______________________________ Date ______________

COMMUNICATION

Have you ever wondered how you can see the Olympics on your television when it is being played thousands of miles away? Special satellites using computers allow us to communicate with the entire world. Computers are also used by the astronauts to communicate with the planet Earth. Because of computers, we can see people in outer space.

Name some other ways computers are used in communication.

____

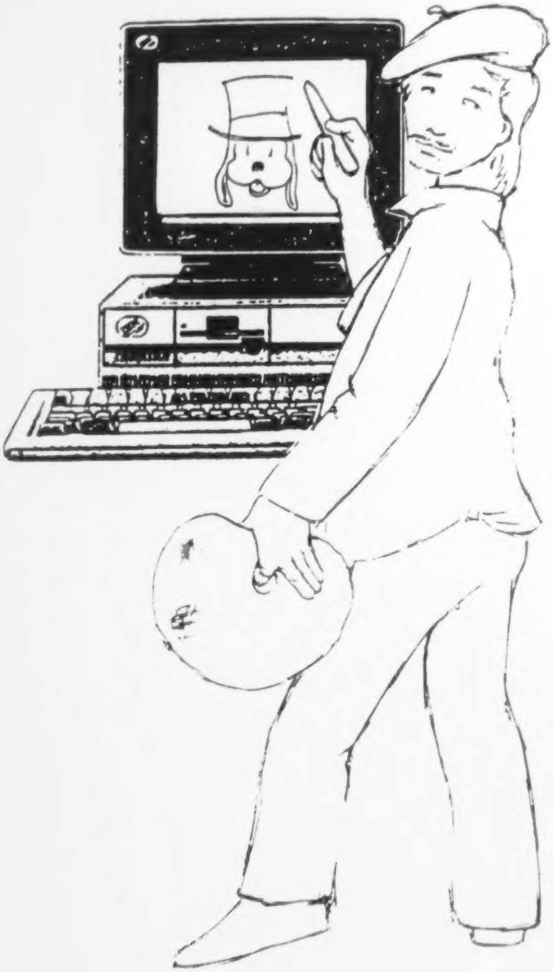
____

____

Name ______________________________ Date ______________

DRAWING AND DESIGNING

Artists and sculptors use computers to help create their work. Engineers use them to design cars, planes, houses, bridges, roads, and skyscrapers. It is easy to try different versions of the same design with a computer.



How would you use a computer for drawing or designing?

____

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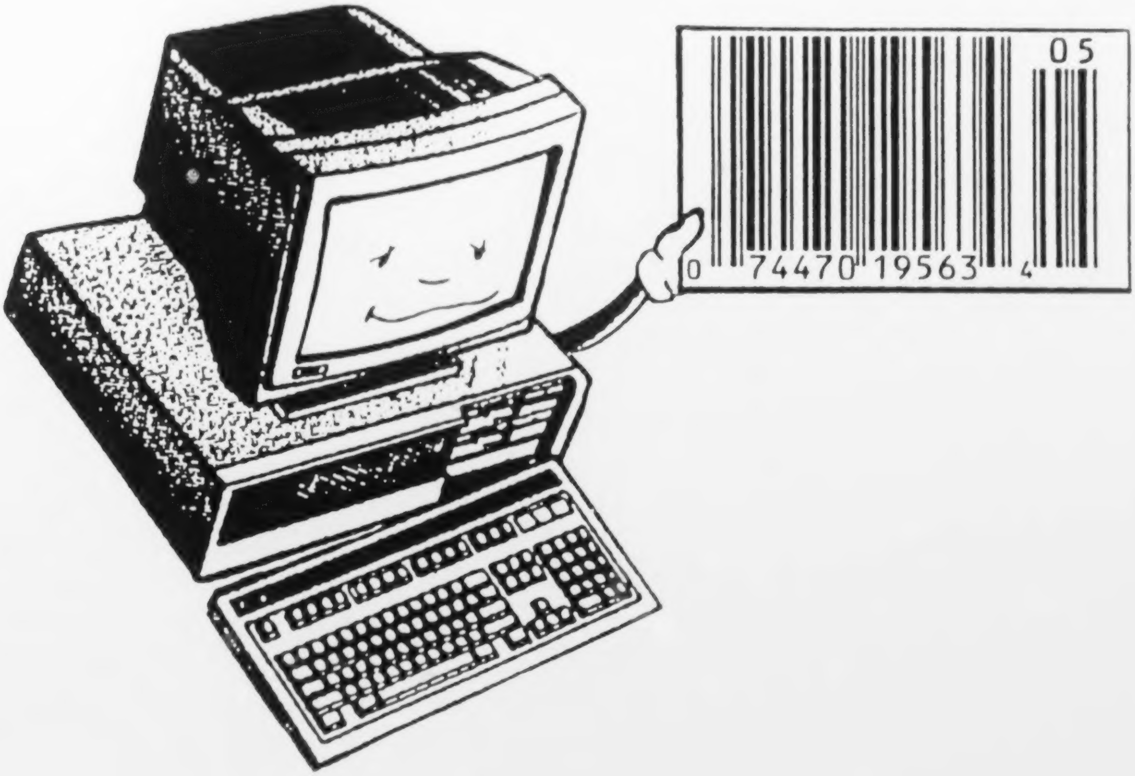
Name ______________________________ Date ________________

SUPERMARKETS

Have you ever seen lines on items in the supermarket? These lines are a special bar code that tells the seller and the buyer things about the product and the price. The checkout person runs the code across a scanner on the counter and the computer then keeps track of the number of each product sold. This makes it easy for the owner to know when to order.



How have you seen computers being used in supermarkets?

____

____

____

Name ______________________________ Date ____________________

BUSINESS

Small offices, large companies, and stores of all sizes use computers for everything. Druggists use computers to keep track of their customers' prescriptions. Insurance companies use computers to determine the prices for their clients. Manufacturers use computers to keep track of the number of products produced, the customers, the billing, and the employees. If someone turned all the computers off in the country, most businesses would probably have to close.

How have you seen businesses using computers?

____

____

____

Name ______________________________ Date ______________

ARE YOU LIKE A COMPUTER?

Computers are amazingly fast machines. Millions of calculations can be done in a second. Computers always find the same answer. If you ask it to multiply 459,987 by 348,981 a million times, it will always come up with the right answer. It never forgets programs which are the rules and commands you give it. But, it is important to remember that computers are machines which must be programmed by humans for every activity they perform. As long as they have more work to do, computers can keep working even if humans are not around. They have no need for a lunch or coffee break. Computers never forget anything. If you program a computer with all the phone numbers in the Manhattan phone book, it will remember all of them immediately. There are times, however, when computers do break down and must be repaired.

There are many ways that you are like a computer. These are things a computer can do. Write YES in the blank if you can do them too.

________ 1. I can add 338,765 + 987,016.

________ 2. I can write a letter.

________ 3. I can remember everything.

________ 4. I always obey.

________ 5. I can subtract 73 from 89.

________ 6. I can draw a car.

________ 7. I can help attach a finger after an accident.

________ 8. I can work without ever making a mistake.

________ 9. I never get upset.

________ 10. I can put a thousand names in alphabetical order in a few minutes.

****

CAN YOU FINISH THESE SENTENCES?

I AM MOST LIKE A COMPUTER BECAUSE ______________________________

____

I AM VERY DIFFERENT FROM A COMPUTER BECAUSE ______________________

____

Name ______________________________ Date ______________

COMPUTERS IN YOUR SCHOOL

After investigating how computers are used in your school, make a list of what you learned about their uses.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

****

DRAW A PICTURE OF HOW YOU SAW COMPUTERS BEING USED IN YOUR SCHOOL. BELOW THE PICTURE, WRITE A SENTENCE EXPLAINING WHAT IS HAPPENING.

Topic 2: Computer Hardware

Aim: What are the parts of computer hardware?

Performance Objectives: Students will be able to:

- identify the five components of computer operation
- explain computer input
- identify input devices
- explain computer processing
- identify the processing device
- explain the purpose of the computer's memory
- differentiate between the two types of memory
- explain computer output
- identify the output devices

Materials:

- worksheets 2.1-2.8
- microchip

Do Now: List five things in your memory right now.

Vocabulary: input, keyboard, disk drive, processing, CPU, output, printer, monitor, RAM, ROM, byte, bit, memory, data, microchip, hardware

Motivation:

Tell the students to look at the computer system they see before them in the lab. Ask them if they know the names of any of the parts. Explain that each time they learn about something new, they must realize that they will have to learn new vocabulary words. Explain that they should consider this a challenge and not a chore. Tell them to take out their notebooks so that they can keep track of all the new words.

Development:

1. Ask the class to identify the last tool they used. Distribute Worksheet 2.1 through 2.6. Have the students refer to Worksheet 2.1 and list five tools. Read the material and discuss the five things that a computer needs to work. Write the following on the board:

   A COMPUTER MUST HAVE THE FOLLOWING TO WORK:

   INPUT
   PROCESSING
   MEMORY
   OUTPUT
   SOFTWARE

   Have the students complete the worksheet and point out the keyboard and disk drive.

2. Have the students list their five senses on Worksheet 2.2. Discuss that this is how we receive our input. Read the material on the worksheet. Discuss the meaning of data. Explain that the two most important input devices are the keyboard and disk drive, but that there are others. Have the students name the others listed on the worksheet. Have them complete the questions.

3. Ask the class what they do with the input once they take it in. Read and discuss the information on Worksheet 2.3. If possible, show the class the microchip and explain how powerful it is. Have the students point out the CPU and complete the activity.

4. Read and discuss the meaning of computer memory on Worksheet 2.4. Differentiate between bytes and bits. Discuss how a computer measures its memory in K's. Have the students turn on the machines to see how many K's the computers in the lab have.

5. Read the information on the two types of memory on Worksheet 2.5. Make sure the class can differentiate between RAM and ROM. Mention that the memory is in the CPU. Discuss the similarities between temporary and permanent memory in humans and computers. Have the students complete the questions.

6. Ask the class how they output their feelings. Have the class explain what they do when they are happy or upset by filling in the blanks. Read and discuss the information on computer output, as well as output devices, such as monitor and printer on worksheet 2.6.

Application:

Have the students sit with a partner. Have them take turns asking one another the names of the hardware parts and the purposes of each.

Summary

1. What are the five components of computer operation?
2. What is computer input?
3. What are examples of input devices?
4. What is computer processing?
5. What is the computer processing device?
6. What is the purpose of the computer's memory?
7. What is the difference between permanent and temporary memory?
8. What is computer output?
9. What are the output devices?

Homework:

Have the students complete Worksheet 2.7 and 2.8.

Enrichment:

Draw a picture of the computer system. Label the parts.

TOPIC 2

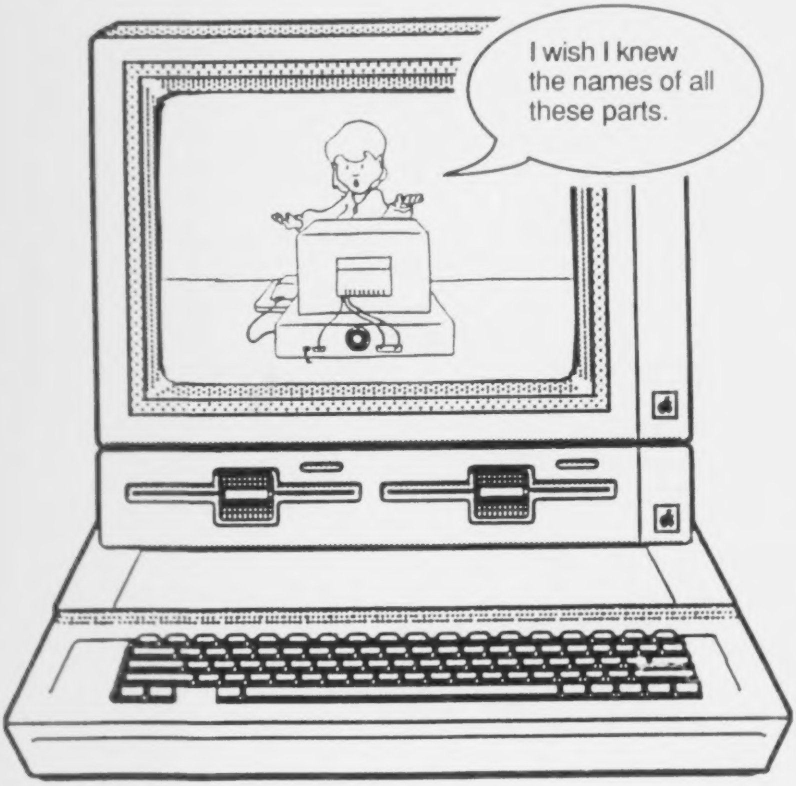
Name ____ Date ______________________

COMPUTER HARDWARE

A computer is a tool that will help you do different jobs. Name five other tools you use.

_____________ _____________ _____________ _____________ _____________

A computer system can read, store and use information. All computers need five different parts to operate - input, processing (thinking), memory, output and software. As you learn about each part, locate it on your computer. The computer parts are called hardware. You will learn about the software in the next lesson.


I wish I knew the names of all these parts.

1. What five things do computers need to work?

_____________ _____________ _____________ _____________ _____________

2. What is hardware? ____

____

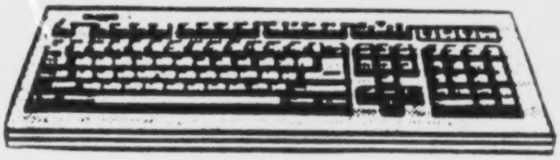
Name ______________________________ Date ______________

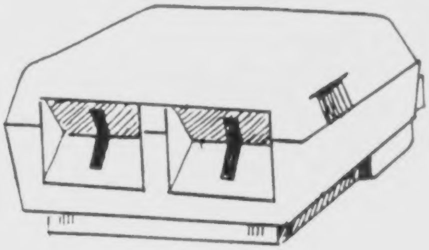
INPUT

Think about how you learn. You input new information through your five senses. Name your senses.

__________ __________ __________ __________ __________

Computers usually receive their input from keyboards and disk drives. When you type on a keyboard, you input information called data into the computer. Data can be letters, words, numbers, or instructions for games. When a disk drive rotates the disk, it reads it. It spins around the way a record does, and the disk drive reads the disk the way a record player needle "reads" a record. While it is reading the disk, it is inputting the data into the computer. Other devices such as joysticks, light pens, bar codes, punched cards and mouses are used to input. There are some special computers that receive input from human voices.





1. What is data? ______________________________

____

2. How is the keyboard an input device? ______________________________

____

3. How is the disk drive an input device? ______________________________

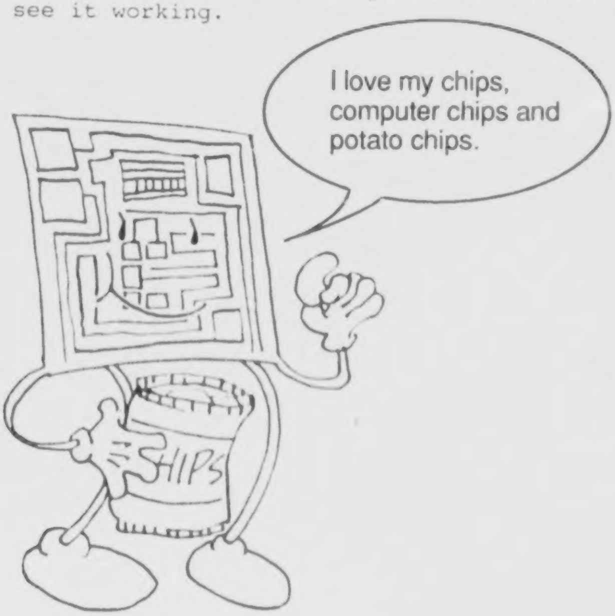
Name ____________________ Date ____________

COMPUTER PROCESSING

After you have gathered new information through your senses, what do you do with the information in your brain?

____

A computer also uses its brain to think. Processing is a computer's way of thinking. Processing in a computer is really a series of actions taken to get a result. The computer's processing takes place in the CPU. It is much easier to remember the short name than the long one which is Central Processing Unit. The computer you are using is called a microcomputer. "Micro" means small. There are much bigger computers. Some even fill up whole rooms. In your microcomputer, the CPU is on a special tiny square called a microchip. Just as your brain controls your walking, breathing and talking, the CPU controls all the parts of a computer. While the computer is processing, you cannot see it working.


I love my chips, computer chips and potato chips.
CHIPS

1. What is the job of the CPU? ____________________

____

2. What is a microchip? ____________________

____

3. What does computer processing mean? ____________________

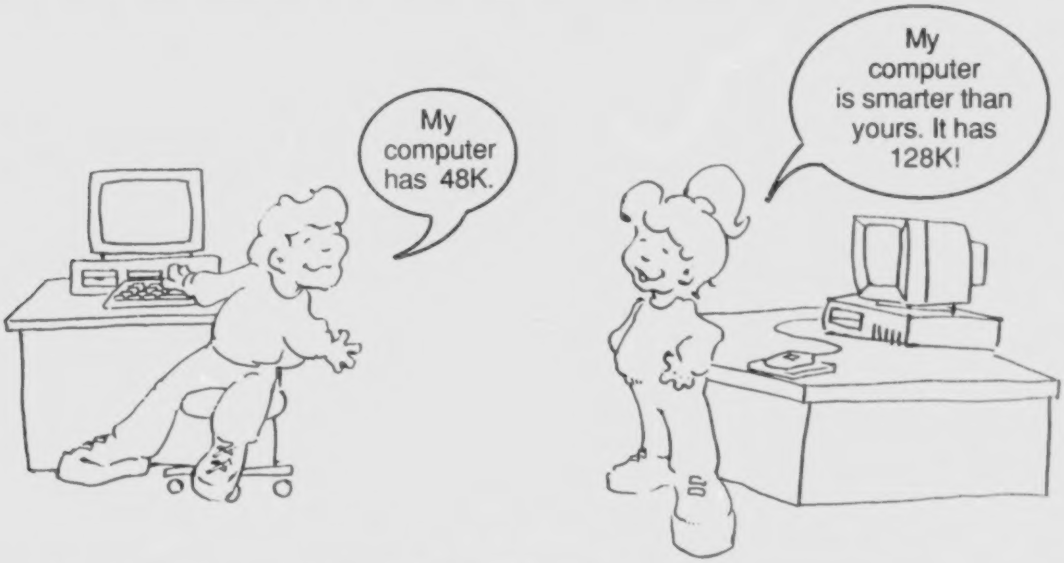
____

2.4

Name ______________________________ Date ______________

MEMORY

A computer's memory is where all the data or information is stored. A computer's memory never forgets anything unless you give it an erase command or turn it off. Computers measure their memory in bytes. It is important to know how many bytes a computer has before you buy software. Bytes are usually measured in K's. 1000 bytes equal about 1K of data. Each byte is made up of eight bits that are either 0's or 1's. For example, 10100011 is a byte.


My computer has 48K.
My computer is smarter than yours. It has 128K!

1. What is the computer's memory used for? ______________________________

____

2. What does K mean? ______________________________

____

3. What is a byte? ______________________________

____

4. How many bits are there in a byte? ______________________________

____

5. How is your memory like a computer's? ______________________________

____

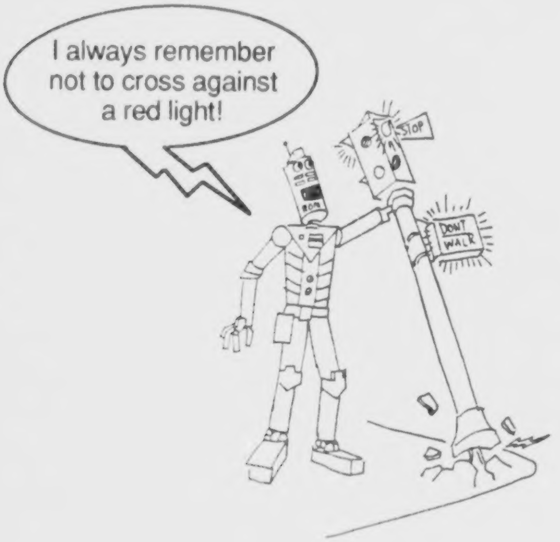
6. How is your memory different from a computer's? ______________________________

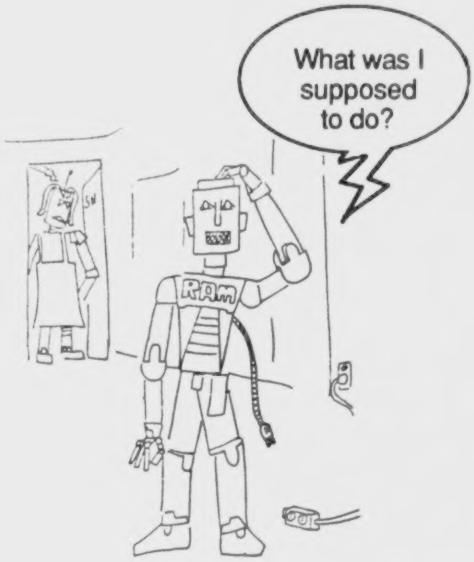
____

Name ______________________________ Date ____________________

TWO KINDS OF COMPUTER MEMORY

Computers have two kinds of memory - permanent and temporary. The memory that is put into the computer in the factory is called the ROM or Read Only Memory which means you can't make any changes in it. It controls the rest of the computer's memory. Therefore, this memory is permanent. The temporary memory is called the RAM. The RAM is erased when you turn the computer off. The memory has special locations to store data.


I always remember not to cross against a red light!
ROM
STOP
DON'T WALK


What was I supposed to do?
SH
RAM

1. What are the two kinds of computer memory? ______________________________

2. What is the ROM? ______________________________

3. Where is the ROM put into the computer? ______________________________

4. What is the RAM? ______________________________

5. What happens to the RAM when the computer is turned off? ______________________________

6. What is an example of something in your memory?

Permanent - ____________________ Temporary - ____________________

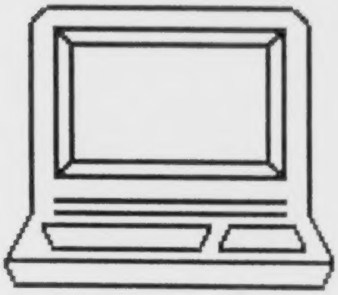
Name ______________________________ Date ______________

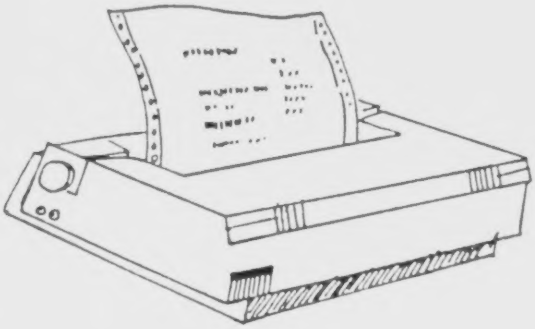
OUTPUT

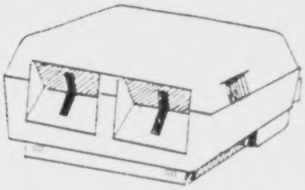
What do you do when you are happy? ______________________________

What do you do when you are upset? ______________________________

The actions or words that you express are called output. After data has been input into a computer and then has been processed, it is put out. You can see the results of the processing in this final output step. A computer outputs data on a screen called a monitor. You can also get a paper output if you command the computer to print a copy of your work on a printer. Although primarily a storage device, a disk drive may also be considered an output device. (Your data can be saved by copying it on to a disk.) Some new computers even output information by talking (using speakers).







1. How is the monitor an output device? ______________________________

   ____

2. How is the printer an output device? ______________________________

   ____

2.7

Name ______________________________ Date ______________

WHAT DO YOU KNOW ABOUT A COMPUTER SYSTEM?

Use these words to fill in the blanks. Some are used more than once.

monitor
software
disk drive
CPU

data
input
process
output

printer
keyboard
bytes
RAM

hardware
memory
ROM

1. The ______________ is the disk that holds the instructions for the computer.

2. ______________ is any information given a computer, such as names, numbers, or instructions for games.

3. ______________ is any data put into a computer.

4. ______________ is the action that the computer takes.

5. ______________ is the answer or result of the computer's action that can be seen.

6. The ______________ makes a copy on paper.

7. The ______________ is the brains of the computer.

8. The ______________ rotates the disk so it can be read or used to save information.

9. The ______________ is all the computer equipment, such as the keyboard, CPU, printer, disk drive and monitor.

10. The ______________ is the screen.

11. The ______________ is used to type data on.

12. The ______________ is the place where all the information is stored in special locations.

13. The ______________ and ______________ are used for input.

14. The ______________ is used for thinking or processing.

15. Two output devices are ______________ and ______________.

16. Computers measure memory in ______________.

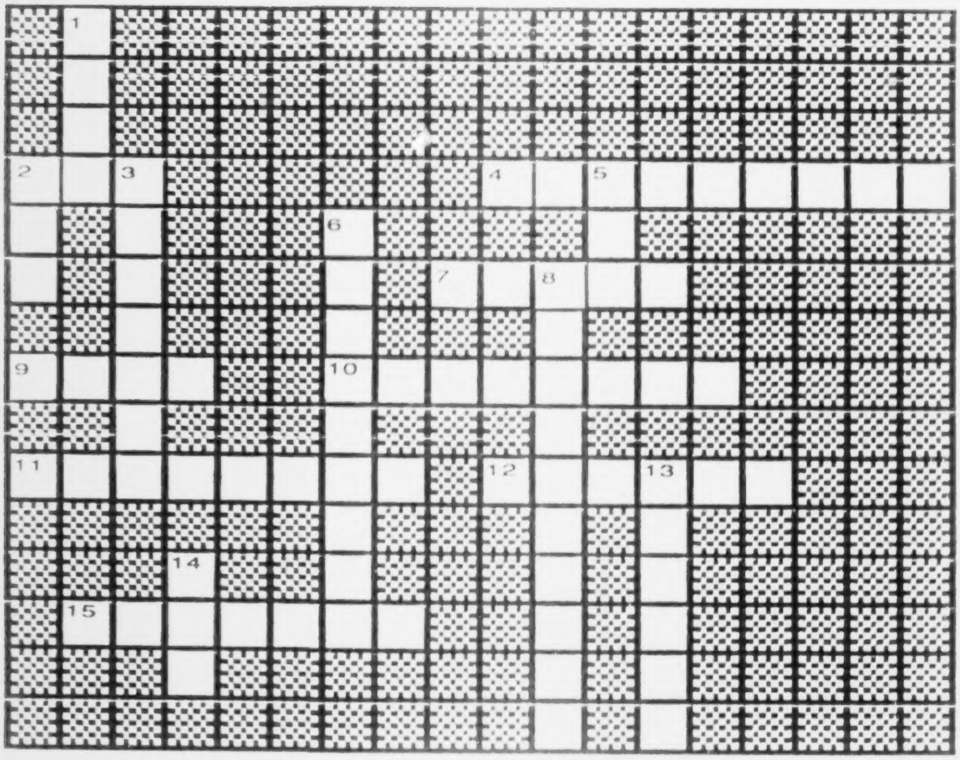
17. The ______________ is the permanent built in memory.

18. The ______________ is the temporary memory that includes information you give it.

19. The five hardware parts are the ______________, ______________, ______________, ______________, and ______________.

Name ______________________________ Date ______________

A CROSSWORD CHALLENGE



ACROSS CLUES

2. the temporary memory of the computer
4. a tiny silicon object that holds the central processing unit
7. to put data into the computer
9. it contains 8 bits
10. the input device that looks like a typewriter
11. all the computer system parts
12. the place where all the computer data is stored
15. the output device that gives the user a printed copy

DOWN CLUES

1. the information that includes letters, numbers, symbols and instructions
2. the permanent memory of the computer that is installed in the factory
3. the output device that looks like a TV screen
5. the hardware device that does the processing
6. the device that reads disks and helps to save data
8. the thinking step that occurs in the CPU
13. the data that you see on the monitor or on the printed copy
14. eight of these make up a byte

Topic 3: Computer Software

Aim: What is computer software?

Performance Objectives: Students will be able to:

- define software
- identify the parts of a disk
- differentiate among the types of disks

Materials:

- worksheets 3.1-3.5
- software: several different copies of the following: personal data disk, various program disks, starter disk (some with write protect notches covered, others with them uncovered, and several with no notches at all)
- a disk that has been split open

Do Now:

Write the names of at least two output devices.

Vocabulary: software, disk, write protect notch, temporary label, permanent label, protective jacket, personal data disk, program disk, starter disk, hard disk

Motivation:

(Hold up a disk.) What is this called? Do you know other names for it? What is it used for? Have you ever used one? For what? Today you will learn about computer software.

Development:

1. To introduce software distribute Worksheet 3.1. Read the definition and discuss what the disk is made of. Show the class the disk that is split open. Pass it around the room. Have the class compare it to a record or tape. Discuss the different names for disks. Ask the class why floppy is a good name.

2. Distribute the disks. It is important that they are not all alike. Distribute Worksheet 3.2. The students will read and discuss the information as they refer to the worksheet and actual disks. Have them find the write protect notches. Emphasize the fact that some disks do not have them and explain what it means (the disks cannot be used to save work). Have them point out the two types of labels and the recording surface. Explain that if this surface is damaged or even touched slightly, the information on the disk can be destroyed. Show them how to place the disks in the protective envelopes and have them practice.

3. Ask various members of the class to read the permanent label so that the class will notice that the disks may look alike, but they are different.

4. Distribute Worksheet 3.3. Write the names of the four types of disks on the board (personal data disk, starter, program, and hard disk). Read the paragraph, discuss the four types and have the students answer the questions. Emphasize the difference between computer memory and a hard disk. A hard disk is a metal platter that can hold large amounts of data. It allows for much faster retrieval than floppy disks. A computer

does not have to include a hard drive, but it must have a memory.

Application:

Ask the class what they have learned about software. After they have responded, distribute Worksheet 3.4. Have the students complete.

Summary:

1. What is software?
2. What are the parts of a disk?
3. What is a personal data disk? program disk? hard disk? starter disk?

Homework:

Have the students complete the puzzle on Worksheet 3.5.

Enrichment:

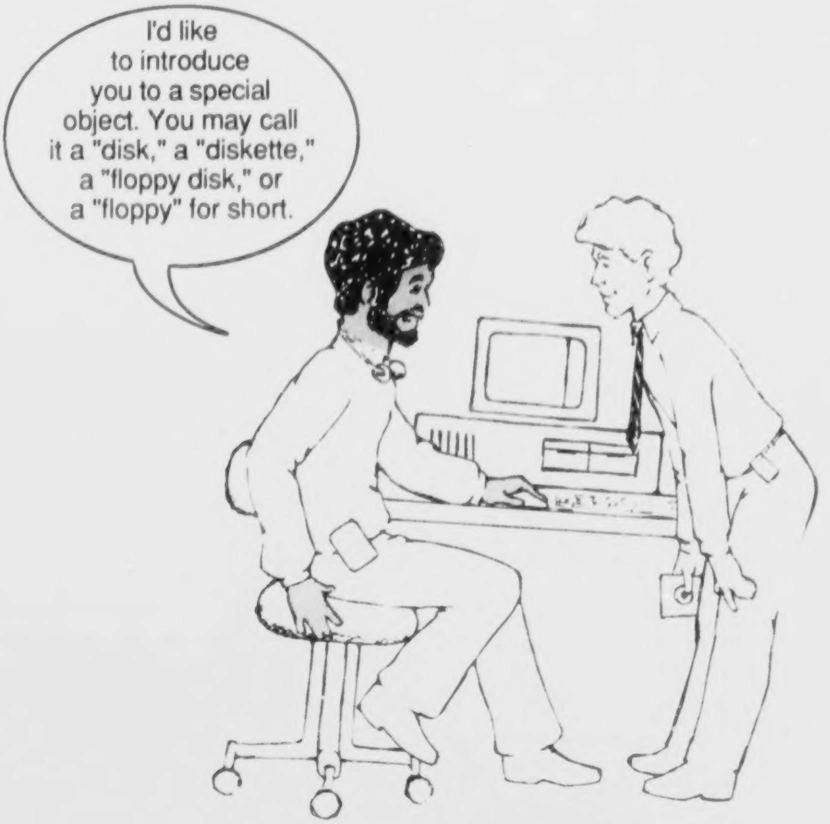
Either purchase a computer magazine or look at one in the library. Make a list of five software programs that look interesting to you. After each title, write a sentence explaining the reason.

TOPIC 3

Name ______________________________ Date ____________

SOFTWARE

Software is a set of instructions that help the computer do its work. These instructions are on flat, magnetic objects called disks. They can be called by different names. Do you know any of them? Look at the picture for a hint. You can recall the program on a disk by placing it in the disk drive and using the necessary commands.


I'd like to introduce you to a special object. You may call it a "disk," a "diskette," a "floppy disk," or a "floppy" for short.

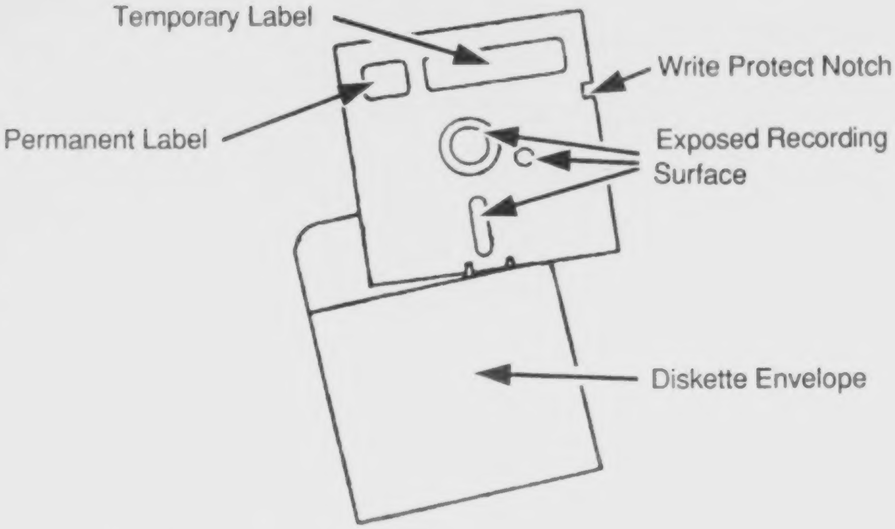
1. What is the purpose of software? ______________________________

2. What are some other names for disks? ______________________________

Name ______________________________ Date ____________________

PARTS OF A DISK

Your teacher will distribute disks for this activity.



Look at the picture of the floppy disk. Compare it to the real one. Read the definitions of the parts that are listed.

Write Protect Notch - When this notch is uncovered, you are able to record new information on the disk. This is called writing on the disk. When you cover the notch with tape, you cannot "write" on the disk. It is a good idea to cover the notches on program disks.

Temporary Label - This label describes the contents of the disk. For example, you may want to use your name as a temporary label.

Permanent Label - This label tells the name of the manufacturer and other information such as SS/DD (single-sided, double density). Not every disk has a permanent label.

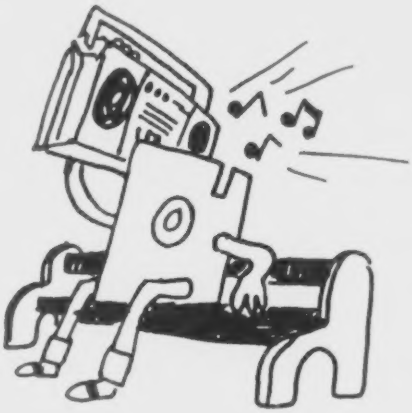
Exposed Recording Surface - This is a metal-oxide recording surface. NEVER TOUCH IT!

Diskette Envelope - This paper jacket covers and protects the disk. It is important to always store the disk in the diskette envelope to avoid losing the information stored on it.

Name ______________________________ Date ____________________

TYPES OF DISKS

Disks are also used to store data that you type. This type of disk is called a personal data disk. There are other disks called starter disks. These disks start the computer system. A program disk has instructions on how to do a special job like word processing. Some computers have a hard disk. This type of disk is installed in the computer when you buy it. It makes the computer work much faster and can hold many, many programs. There are disks that let you play sports and ones that play music.



1. What is a personal data disk used for? ______________________________

____

2. What is a starter disk used for? ______________________________

____

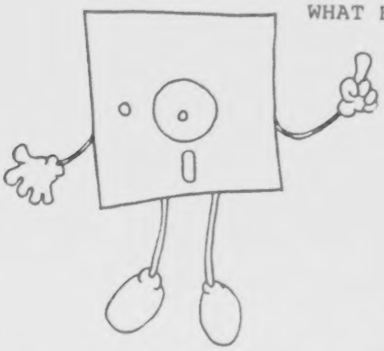
3. What is a program disk used for? ______________________________

____

4. What is a hard disk? ______________________________

____

Name ______________________________ Date ________________



WHAT HAVE YOU LEARNED ABOUT SOFTWARE?

1. The disk you save work on is called a ______________________

____

2. The disk that is installed in a computer and makes it work faster is a

____

3. The disk that has instructions for a job the computer can do such as word processing is a

____

4. The disk that is used to start the computer is called a

____

5. What does it mean when the write protect notch is covered? __________

____

6. What does it mean when the write protect notch is uncovered?

____

7. Why should the notch on program disks be covered?

____

8. What is the temporary label? ______________________

____

9. What is the permanent label? ______________________

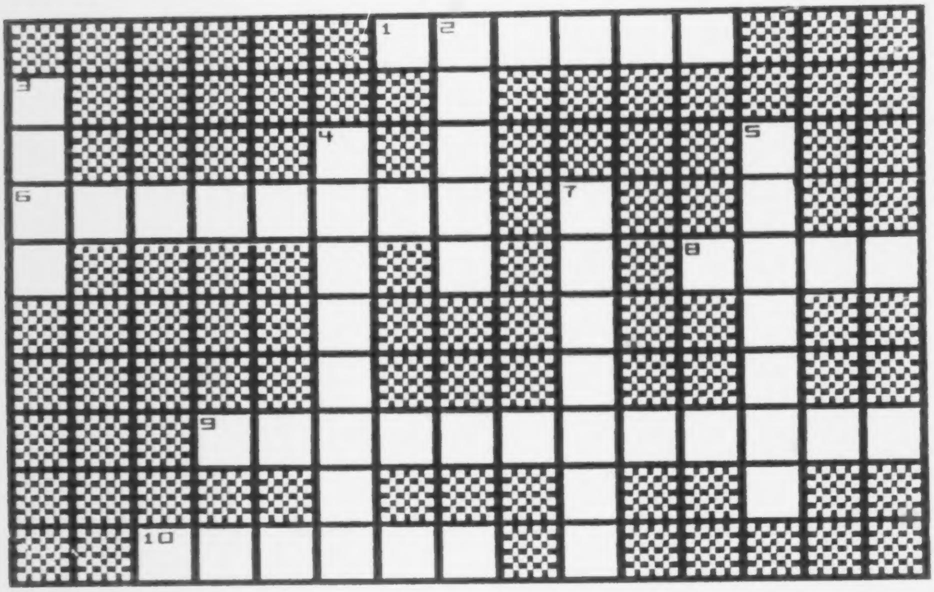
____

10. What should you avoid touching on a disk? ______________________

Why? ____

Name ______________________________ Date ________________

A CROSSWORD CHALLENGE



ACROSS CLUES

1. a kind of disk
6. the programs that give the computer directions for doing jobs
8. the type of drive that is installed in the computer; it is much faster than using floppies
9. the feature of a disk that can be covered so that a person cannot save on the disk
10. the envelope that is used to store and protect a disk

DOWN CLUES

2. it can be permanent or temporary; it includes information about the disk
3. a flat magnetic object that stores data
4. the type of disk that is used to save files
5. the type of disk that gets the computer going
7. the type of disk that contains information for doing special jobs like word processing

Topic 4: Proper Use of Disks and Hardware

Aim: How do we care for disks and hardware?

Performance Objectives: Students will be able to:

- discuss the proper behavior in a computer lab
- demonstrate the proper handling of a disk
- demonstrate the correct procedure for using a disk drive
- explain the places that disks should be stored
- read and sign a computer lab contract

Materials:

- worksheets 4.1-4.5
- software: typing, math or game programs

Do Now:

List three pieces of computer hardware and their purpose.

Vocabulary: boot, contract, write protect, notch

Motivation:

What is the best way to handle TV's, CD players, tape players, VCR, and microwaves? What might happen if all the members of your family do not cooperate and handle the electronic objects in your home with care? The same is true of a computer and the disks that you use with it. Today you will learn the correct way to handle them.

Development:

1. Ask the class if a computer is a toy. Discuss their responses. Distribute Worksheet 4.1. Discuss the paragraph and picture. Have the students answer the question.

2. Distribute Worksheet 4.2. Hold up a disk. Demonstrate the proper way to hold a disk. Distribute a disk to each student and have them show you the proper way to hold them.

3. Guide the students through the directions for booting a computer on Worksheet 4.2. Explain that booting is starting the computer.

4. Have the students complete the questions on the bottom of Worksheet 4.2. Discuss the answers.

5. Tell the class that there are other things to know about disks. Distribute Worksheet 4.3. Read and discuss the material. Have the students draw a picture of a disk.

6. Distribute Worksheet 4.4. Have the students discuss what is happening in the picture. At the bottom of the worksheet, have the students write several sentences explaining how the student in the picture could improve his behavior to make it acceptable.

Application:

Distribute the computer lab contract - Worksheet 4.5. Discuss the meaning of a contract and where it is most often used. Tell them that making a contract with someone is a serious matter. Have the students read the contract and sign it.

Summary:

1. What is proper behavior in a computer lab?
2. How do you hold a disk?
3. How do you insert a disk into the disk drive?
4. Where should disks be stored?
5. What did you agree to in the computer lab contract?

Homework:

Have the students make a list of the ten most important things they have learned about using computer software.

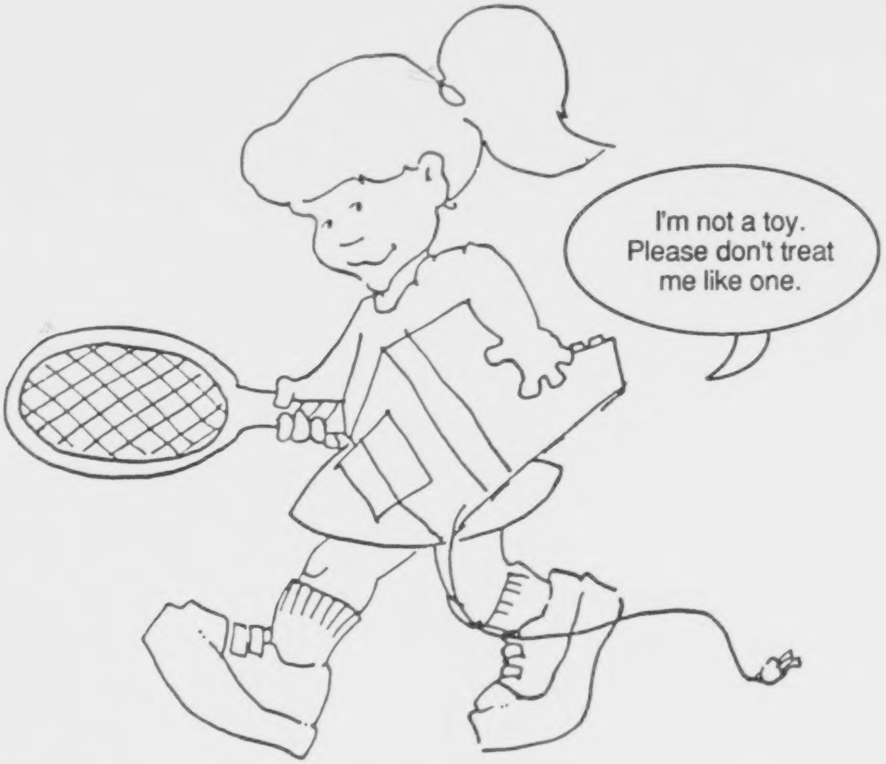
Enrichment:

Make a special trip to a computer store. Observe the various items for sale and what is happening. Write a report.

Name ______________________________ Date ____________________

PROPER USE OF DISKS AND COMPUTER HARDWARE

Computers are complicated machines. You can play games on them, but they are not toys. Disks must also be treated right. Whether it be a program or the work you saved, if you destroy the contents on a disk, you will more than likely be upset.


I'm not a toy. Please don't treat me like one.

What are some rules you think might be important in your computer lab?

____

____

____

____

4.2

Name ______________________________ Date ____________________

USING A DISK

Your teacher will give you a program disk to use. These are some things to remember when using disks:

1. Never touch the shiny surface of the disk.
2. Never bend a disk.
3. Only use a felt tipped pen when you write on the label.
4. Always place the disk back in the protective envelope.
5. When you hold a disk, place the thumb on the label.

As you follow these directions, demonstrate to your teacher that you can do all the steps correctly.

1. Locate the drives. If you have two drives, the main drive is the A drive and the other one is the B drive. The main drive is always used for the program disk. The B drive is always used for a data disk.
2. Slip the disk into the A drive and carefully close the latch. Make sure you do not turn it too far or that you do not snap it.
3. Locate the switches for the monitor and the CPU. Turn them on. Always place the disk in the drive before you turn on the computer. Turn on both switches.
4. When the computer starts reading the disk, what do you see? ____________________ Hear? ____________________
5. You have now booted or started the computer.

****

1. What is the A drive used for? ______________________________
2. What is the B drive used for? ______________________________
3. What does booting a computer mean? ______________________________
4. List four things to remember when using software.

   ____

   ____

   ____

   ____

Name ______________________________ Date ______________

SOME OTHER THINGS YOU SHOULD KNOW ABOUT DISKS

1. Remove the disk from the disk drive. Look at it carefully remembering not to touch the shiny surface.
2. Find the notch. If you find one, it means that your disk is not write protected. If your disk has a tape or tab covering the notch, it is write protected. If a disk is write protected, you cannot erase what is on it. You cannot save on it either. Usually program disks are write protected. Data disks are not protected, since they are used for saving data.
3. Store disks in special boxes in a place that is not very hot or very cold. Keep them away from magnets, since they might be erased.
4. Always remember to insert the disks in the envelopes with the shiny part first and with the label showing.
5. Never place anything but a disk in the disk drive. Computer hardware and and repair is very expensive.
6. Never open the drive door when the red light is on.

****

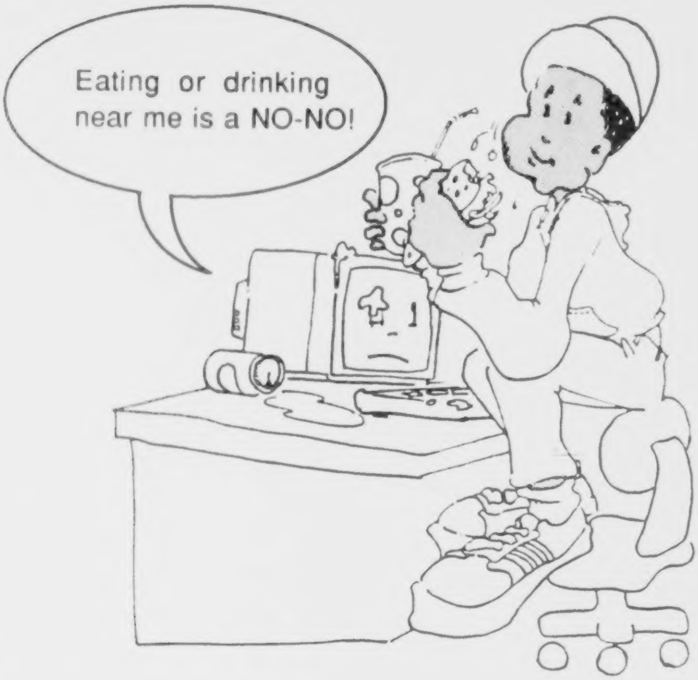
DRAW A PICTURE OF YOUR DISK. TRY TO INCLUDE EVERYTHING.

Name ______________________________ Date ______________

PROPER COMPUTER LAB BEHAVIOR

What happens if you get crumbs in your tape player or spill soda in your TV? ______________________________

Computers are no different. They will not work if you do not treat them with care. What's wrong with this student's behavior in the computer lab?


Eating or drinking near me is a NO-NO!

Write two sentences explaining how this student could improve his behavior.

____

____

Name ______________________________ Date ______________

COMPUTER LAB CONTRACT

PART I. While I am in the computer lab, these are my responsibilities:

1. I will follow the instructions given by my teacher.
2. I will observe safety rules.
3. I will cooperate with the teacher and my classmates.

PART II. While I am in the computer lab, I will follow these routines:

1. I will sit in my assigned seat.
2. I will place my books in the correct place.
3. I will arrive on time ready to work.
4. I will wait for the teacher's instructions before beginning my work.

PART III. While I am in the lab, I will follow these rules:

1. I will not eat, drink, or chew gum.
2. I will not remove the disks unless the teacher tells me to.
3. I will not leave my seat unless requested.
4. I will not run.
5. I will handle the disks and hardware in the correct way.
6. I will not touch plugs, cords, or screws.
7. I will not place anything in the disk drives other than disks.

I have read this contract. I agree to follow the rules and live up to my responsibilities in this computer lab.

____
Student's signature

____
Date

Topic 5: Introduction to Using PC-Write and the Keyboard

Aim: How do we load and use PC-Write?

Performance Objectives: Students will be able to:

- format a blank disk
- load the PC-Write program disk
- get a Type/Edit screen
- locate and use various keys
- enter data on the keyboard
- save a file
- print a file
- exit the program

Materials:

- worksheets 5.1-5.9
- software: DOS, PC-Write, blank student disks
- felt tipped pen and labels

Vocabulary: format, word wraparound, load, cursor, Type/Edit screen, edit, file, filename, boot, data

Do Now:

List two ways a computer is different from a typewriter.

Motivation:

Have you ever used a typewriter? What did you have to do when you made a mistake? How is a computer different? Why do you think most offices and businesses now use computers instead of typewriters?

Development:

IF YOU CANNOT PROVIDE BLANK DISKS FOR EACH MEMBER OF THE CLASS, TELL EACH STUDENT TO BUY A FLOPPY DISK AT A COMPUTER STORE PRIOR TO THIS LESSON.

1. Introduce this lesson by holding up a DOS, PC-Write and a data disk with your name on the label. Ask the class if all the disks are the same. They probably will say, "Yes." Show them the labels. Explain that they will learn how to use the three different disks in this lesson.

2. Distribute the DOS and the PC-Write disks. Ask the class to take out the blank disks that they were assigned to bring to class.

3. Tell the class that they must always read the label of the disks they are putting into the drives. Have them hold up their DOS. Review what it is used for.

4. Have them hold up their PC-Write disk. Explain that this is the word processing program disk. Discuss the meaning of word processing.

5. Distribute Worksheets 5.1 and 5.2. Read 5.1 with the class. Explain that before they can do any work, they must format or get their blank disks ready. Formatting is preparing a disk so that it can be used by a specific computer. Tell them that if they format a disk for an MS DOS computer, it cannot be used on an Apple or Commodore. Write the term and

definition on the board for the students to copy into their notebooks. Explain that this will be their formatted data disk since they will be saving data on it. Review the meaning of data.

6. Guide the class through the steps on Worksheet 5.2. Make sure they write their names on the labels with a felt tipped pen.

7. Distribute Worksheet 5.3. Read and discuss the paragraph. Have the class write the definition of loading (to copy the instructions from a disk into the memory of the computer). Tell the class that the original instructions are left unchanged. They should write all terms and definitions discussed into their notebooks. Before they continue, review what the following disks are used for:

   a. the DOS disk - starting up the computer system
   b. the PC-Write disk - the word processing program
   c. the formatted data disk - the disk that is used to save files

8. Guide the class through the steps for loading that are included on Worksheet 5.4. If you see that they are having problems, instruct the class to do it several times. Make sure they understand why they must type B: before the file (The saving or data disk is in the B drive.).

9. Tell the class that the letters, numbers and symbols they type are called data. Distribute Worksheets 5.5 and 5.6. Read, discuss and assist the class in completing the worksheet up to the saving section. Help them locate the keys mentioned and explain word wraparound (the automatic movement of words to the next line if they are too long).

10. Tell the class that they should not try to edit all their mistakes. If they wish, they can use the BACKSPACE key to erase mistakes if they notice them immediately. Make sure they are letting the words wrap around.

11. When they have completed typing the paragraph, ask them to locate mistakes. Ask them what they would have to do if they were using a typewriter. (Elicit - start over) Explain to them that after they learn some editing keys, they will get this file back on the screen and edit it.

12. If time allows, the class will print the file before they save and exit the program. Guide the class through SAVING A FILE on Worksheet 5.6.

13. Guide the class through PRINTING A FILE on Worksheet 5.7.

Application:

As a review, have students complete Worksheet 5.8 - A REVIEW OF LOADING, NAMING, TYPING, SAVING AND PRINTING A FILE.

Have the class complete the REVIEW section on Worksheet 5.9. Discuss answers. Have students write new vocabulary words in their notebooks.

Summary:

1. What does it mean to format a blank disk?
2. What do you type at A> when you format?
3. How do you load the PC-Write program disk?
4. What key do you press to get a Type/Edit screen?
5. What are these keys used for: CAPS, SHIFT, TAB, the spacebar, F9, F1, F3 and ENTER?

6. How do you save a file?
7. How do you print?
8. How do you exit the program?

Homework:

Write several sentences describing what you did in class today. Try to use these words. Underline each one.

format
save
data disk
data
PC-Write
word wraparound
edit
cursor
DOS
load
exit
print

Enrichment:

1. During next week, interview someone who does word processing at work. Find out if he/she likes it or not, and why. Ask if he/she has ever used a typewriter and to explain if they prefer to use a computer or typewriter. Write a short report on the interview.

2. Make a list of at least 10 stores in which you have seen computers being used. Try to find out how they are used. If you cannot find out, imagine one or more ways they might be used in each store. Also, investigate the different types of computers (e.g., IBM, Apple, Commodore, etc.) Write a report.

TOPIC 5

Name ______________________________ Date ____________________

USING PC-WRITE

"Disks make saving work a cinch!"
HAPPINESS IS HAVING MY OWN DISK

In the last lesson you learned to start or boot your computer with a program disk. In this topic you will be using a special program called a word processor. It is called PC-Write. Instead of using a notebook to do your work in this class, you will use your computer. The assignments you complete will be saved on a disk. Since you will be saving data (words, numbers, etc.), you will need a personal data disk. You will use a new blank disk. Before the disk is usable on your machine, it must be prepared or formatted for your machine. Once your disk is formatted for your machine, it cannot be used on an Apple or Commodore computer. It can only be used on an MS DOS computer.

5.2

Name ____________________ Date ____________

INSTRUCTIONS FOR FORMATTING A DISK

In order to be able to use a disk to save information, it must be formatted. If possible, you should use a new disk. You can format a used disk; however, all the information stored on it will be erased.

Your teacher will distribute DOS and blank disks to the class. It is also important to have felt-tipped pens to write your name and period or class number on the label. Follow these steps:

1. Place the DOS disk in the A drive and close the disk drive door.

2. Turn on the switches of the monitor and the CPU.

3. Press ENTER twice. You will see A> which is the A prompt.

4. Place the disk to be formatted in the B drive.

5. Type FORMAT B: and then press ENTER.

6. You will see a message "Insert new diskette for drive B: and strike any key when ready." Notice the blinking cursor. This is called a prompt. It means the computer is waiting for you to respond.

7. Press any key. Notice the red light and listen for the whirring of the disk drive as the disk is being formatted. Do not open drive door when light is on or when you hear the drive working.

8. When formatting is complete, you will see "Format complete" and information concerning the number of bytes that are available. You will also see "Format another (Y/N)?" Press the letter N unless you want to format another disk, in which case, press Y.

9. Press ENTER. You will see another A>. Remove the DOS and your formatted disk. Place the label on the top part of the disk. Using a felt tipped pen, write your name and any other necessary information on the label.

****

What does formatting mean? ____

____

Name ______________________________ Date ____________________

LOADING THE PC-WRITE PROGRAM

"What kind of disk would you like?'
Uh - uh - I'm not sure...."
DISK

Before you can begin doing word processing you must load the program into the computer system. Loading means copying the instructions from the disk to the memory of the computer. When you do word processing, you create files. The files are not stored in a file cabinet drawer. They are stored on a data disk. You will need three disks for this lesson - DOS, PC-Write, and your personal data disk. What is each used for?

DOS ______________________________

PC-Write ______________________________

Personal Data Disk ______________________________

5.4

Name ______________________________ Date ______________

LOADING THE PC-WRITE PROGRAM

1. It is important to remember that the DOS disk is used to start the computer system so it is used first. Place the DOS disk in the A drive. Close the drive door.

2. Turn on the switch of the monitor and the CPU.

3. Press <ENTER> twice. When you see the A>, remove the DOS. You will see a blinking light after the A>. This is called the prompt. It is waiting for you to give it directions by typing in a command.

4. Remove the DOS disk and place it back in the envelope.

5. Place the PC-Write disk in the A drive.

6. Place your formatted data disk in the B drive. Make sure the doors are closed.

7. You are now ready to type the first filename. After this lesson all filenames will be included on the top of the worksheets. The first file name you will use will be ED B:WRITE. These are some important points to remember about making computer files:

   a. Before you type the name of a file, you must type the two letters ED. This does not stand for a person's name. The "ED" stands for edit. You will be typing on the editing screen. The word editing means changing data by inserting, replacing, deleting, moving, etc. Always leave a space after ED.

   b. You must also type the letter B and a : (colon) before the filename. The "B" stands for the drive you will be saving to - the B drive.

   c. You must always include ED B: before each filename. Don't forget to leave a space between the "ED" and the "B:"

8. The filename is WRITE. What do you type at the A prompt? ______________

   ____

9. Type the following: ED B:WRITE <ENTER>.

10. What must you type before the name of every file? ______________

    ____

11. What does "ED" mean? ______________________________

    ____

12. What is a prompt? ______________________________

    ____

13. Which disk starts the computer's system? ______________________

Name ______________________________ Date ______________

THE TYPE/EDIT SCREEN

Pay attention to all the parts of the screen.
S
TED

The screen that appears is called the Type/Edit screen. When you type, the data is processed or worked on in the CPU and appears on the screen. Data includes words, numbers, and symbols. The actual typing on a word processor and a regular typewriter is very similar. It is the editing that makes the computer so much better. It is very easy to edit or make changes in the data when using this program.

1. Read the top line of the screen. What does the B: before the file name mean?

   ____

2. Press the function key F9 to create the file WRITE.

3. What happened when you pressed F9?

   ____

4. Notice that the top line of the screen has changed. Look for your file name. When you type, make sure to continue to the end of the line and let the word processor wrap the words around to the next line. Your lines might not end in the same place as the ones in this book. Just keep typing and let the computer do the work.

5. DO NOT WORRY ABOUT MISTAKES! If you notice one immediately, you can use the BACKSPACE key to erase the character left of the cursor. A character is anything you type. Make sure to let the word wraparound feature move the word to the next line. DO NOT PRESS ENTER AT THE END OF EACH LINE. On the Type/Edit screen you only press the ENTER key to begin a paragraph. Press the TAB key before you begin. When you move to the next paragraph, press ENTER twice and press TAB again.

6. What is word wraparound? ______________________________

   ____

Name ______________________________ Date ________________

7. Locate these keys. Try them. Write what they allow you to do:

   a. CAPS or CAPS LOCK - ______________________________
   b. SHIFT - ______________________________
   c. TAB - ______________________________
   d. SPACEBAR - ______________________________
   e. BACKSPACE - ______________________________
   f. ENTER - ______________________________

8. Type the following paragraph:

Learning to use a word processor is very important. It will save you time and energy when you write. You will notice that your grades will probably improve, and you will not dread compositions and reports if you start using the word processor for your work. It is probably safe to assume that most offices have thrown their typewriters in the garbage and replaced them with computers. The same thing is happening in schools. Soon a typewriter will be as obsolete as an eight track tape player.

9. Look at the paragraph you just finished typing. Did you have problems? What was the hardest part about typing on a computer?

____

10. What made typing on the computer easy? ______________________________

____

SAVING YOUR WORK

1. To save your file named WRITE, do the following:

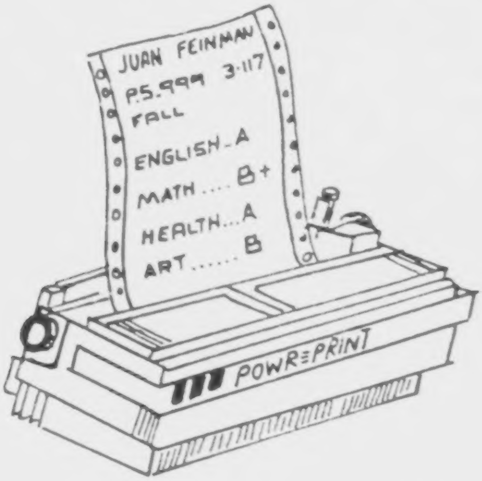
   a. Press the F1 key.
   b. Press the F3 key.

2. You should leave or exit the program by pressing ESC. Press F1 and then F2. The A> should return.

3. Turn the computer off. There may be a time when you want to create another file. In this case, you would type ED B: (name of file) at the A>. Each new file you save will have a different name.

Name ______________________________ Date ______________

USING THE PRINTER



Before you print the file you typed, your teacher will give you instructions for using the printers in your computer lab. You will learn more about printers and printing in a later lesson.

PRINTER CHECK-OFF LIST

Complete the check-off list that follows before you operate a printer:

________ I know where the switch is

________ I can check to see if the cable is connected to the computer

________ I know how to insert the paper

________ I know how to adjust the paper

________ I know how to remove the paper

________ I know how to use the controls

________ I know other special printer features

PRINTING A FILE

Now is the time for you to print the hardcopy of your file. Carefully follow these directions and notice the different messages on the screen. Do not press the keys too quickly. The computer needs several seconds to register the commands.

Step 1 - Press F1.

Step 2 - Press F7.

Step 3 - Press ENTER.

Step 4 - Press ENTER.

Step 5 - Press F10.

Step 6 - Press F10.

Name ______________________________ Date ____________________

A REVIEW OF LOADING, NAMING, TYPING, SAVING AND PRINTING

In this activity, you will have an opportunity to review what you have learned in this lesson. Do the following:

1. Insert the DOS disk. Turn on the machine.

2. Press <ENTER> twice. When you see the A>, remove the DOS and insert the PC-Write program in the A drive. Place your data disk in the B drive.

3. Type ED B:WORD <ENTER>.

4. When you see the type/edit screen, press F9.

5. Practice using these keys as you type the two paragraphs that follow: SHIFT, TAB, SPACEBAR, ENTER, and BACKSPACE. Also, make sure you let the word wraparound move the words to the next line. Only press <ENTER> at the end of the paragraph.

6. Type the following:

When you type, try to rest your fingers on the homerow of the computer keyboard. Your four left fingers should be on A S D F, your four right fingers should be on J K L ; and your right thumb should be used to press the spacebar. Try to sit up straight. It is important to place the copy that you are typing from in a place where you can comfortably read it. As you type, the cursor moves to the next space. It lets you see where you are typing.

One of the best things about using a word processor instead of a typewriter is that you can correct mistakes and add or erase words. This will let you create outstanding stories, reports, poems, and other writing projects. Maybe you and your class will decide to make a creative writing class book or newspaper. You will be amazed what you will learn in the next few weeks. It is important to relax and not feel frustrated if you have problems at first. Even the best computer "whizzes" had problems when they first started.

7. To save, do the following: Press F1. Press F3.

8. Print the file (F1, F7, ENTER, ENTER, F10, F10)

9. Press ESC. Press F1. Press F2.

10. Remove the disks.

11. Turn the two switches off.

Name ____________________ Date ____________

REVIEW

1. Why do you type B: before the name of each file? ____________________
2. What is the F9 key used for? ____________________
3. What is word wraparound? ____________________
4. What does the cursor tell you? ____________________
5. What key allows you to indent for a paragraph? ____________________
6. What two keys do you press to save a file? ____________________
7. What is a file? ____________________
8. Which finger do you use to press the spacebar? ____________________
9. What does edit mean? ____________________
10. When do you use the SHIFT key? ____________________
11. What does it mean to format a disk? ____________________
12. If you format the PC-Write disk, what will happen to it? ____________________
13. What is the purpose of the Type/Edit Screen? ____________________
14. What does the CAPS or CAPS LOCK key allow you to do? ____________________
15. What does the BACKSPACE key allow you to do? ____________________
16. How do you exit the program? ____________________

Topic 6: Using the Computer Keyboard

Aim: How do we use the computer keyboard?

Performance Objectives: Students will be able to:

- demonstrate and explain proper keyboarding posture
- demonstrate and explain proper keyboarding techniques
- position fingers on the home row keys and type the home row keys
- use the SHIFT to type capital letters
- locate and type numbers and symbols

Materials:

- worksheets 6.1-6.5
- software: DOS, PC-Write, students' data disks
- home row key chart (ASDF JKL;)

Do Now:

Write a sentence explaining why typing on a computer is called keyboarding instead of typing.

Vocabulary: keyboarding, home row keys

Motivation:

The keyboard is one of many input devices. You may have used or noticed some others. A joystick is an example of another one that is often used to play games or draw. A mouse is an input device that looks like a small box. When it is moved, the cursor moves on the screen. One that you have seen at the check-out counter of supermarkets is called the optical scanner. It reads the UPC code (different sized lines). By doing this the store can keep track of which items were purchased. Supermarkets in Japan are very computerized. They even have calculators on shopping wagons so that the customers can keep track of their purchases. They also have robots that cut and package meat and run the parking lot gate. Do you think our supermarkets will eventually have these features? What might the problems be?

Development:

1. Tell the class that in this lesson they will be using the most common input device which is the keyboard. Ask if anyone knows how to type on a typewriter. Discuss the similarities and differences.

2. Distribute Worksheet 6.1. Discuss why the person in the picture is seated properly at the computer. Assist the class in creating a new file named TYPE. Point out the words "FILE = TYPE" at the top of the worksheet. Tell them that the name of the file will be located at the top of the lesson. If a lesson has more than one set of directions for naming a file, the other names will be located on the page with the directions for the activities.

3. Tell the class to think about the activity they typed in the last lesson. Discuss problems they had using the keyboard. Distribute Worksheet 6.2. Have them complete PROPER POSTURE FOR KEYBOARDING.

4. Have the class follow the directions on Worksheet 6.2 for proper posture and fingering position for keyboarding. Walk through the rows and make sure each student looks comfortable, not tense. Demonstrate, if necessary. Show them the right way to sit and the wrong way.

5. Tell the class to locate the home row - ASDF JKL;. Explain why it has that name. (Your fingers should always move back home to the home row when you are keyboarding.)

6. Have class do the FINDING THE HOME ROW practice on Worksheet 6.2.

7. Have class do A HOME ROW DICTATION activity in which you call out the keys in the home row and the students type them without looking at the keyboard.

8. Distribute Worksheet 6.3. The students should key in the HOME ROW TYPING PRACTICE. The class should type it three times - the first for accuracy and the second time for speed.

9. Read the information on TYPING CAPITAL LETTERS on Worksheet 6.3. Have students locate the SHIFT keys and discuss their purpose. Also, discuss the importance of using the correct one (the RIGHT SHIFT for the left side keys; the RIGHT SHIFT for the left side keys). Distribute Worksheet 6.4. Have class complete the TYPING CAPITAL LETTERS activity.

10. Read and discuss LEARNING THE OTHER LETTERS on Worksheet 6.4. Make sure to assign the class keyboarding activities throughout the year. It is a good idea to do speed and accuracy practices for several minutes each day.

11. Have the students locate the symbols and numbers. Read and complete the activity TYPING SYMBOLS AND NUMBERS on Worksheet 6.4.

Application:

1. Create a file named WORDS. Make up at least 50 words at your keyboard. Concentrate on keeping your fingers on the home row as you search the keyboard for possible words that you can type. Make a space between each word.

2. Complete the REVIEW on Worksheet 6.4. Also have students draw their keyboard on Worksheet 6.5.

Summary:

1. What is proper keyboarding posture?
2. What are proper keyboarding techniques?
3. What are the home row keys?
4. How do you type capital letters?
5. How do you type numbers and symbols?

Homework:

1. Look in the want ads of a daily newspaper. Cut out examples of jobs for word processors.

2. Write a paragraph explaining how becoming good at keyboarding could help you find a job in the future.

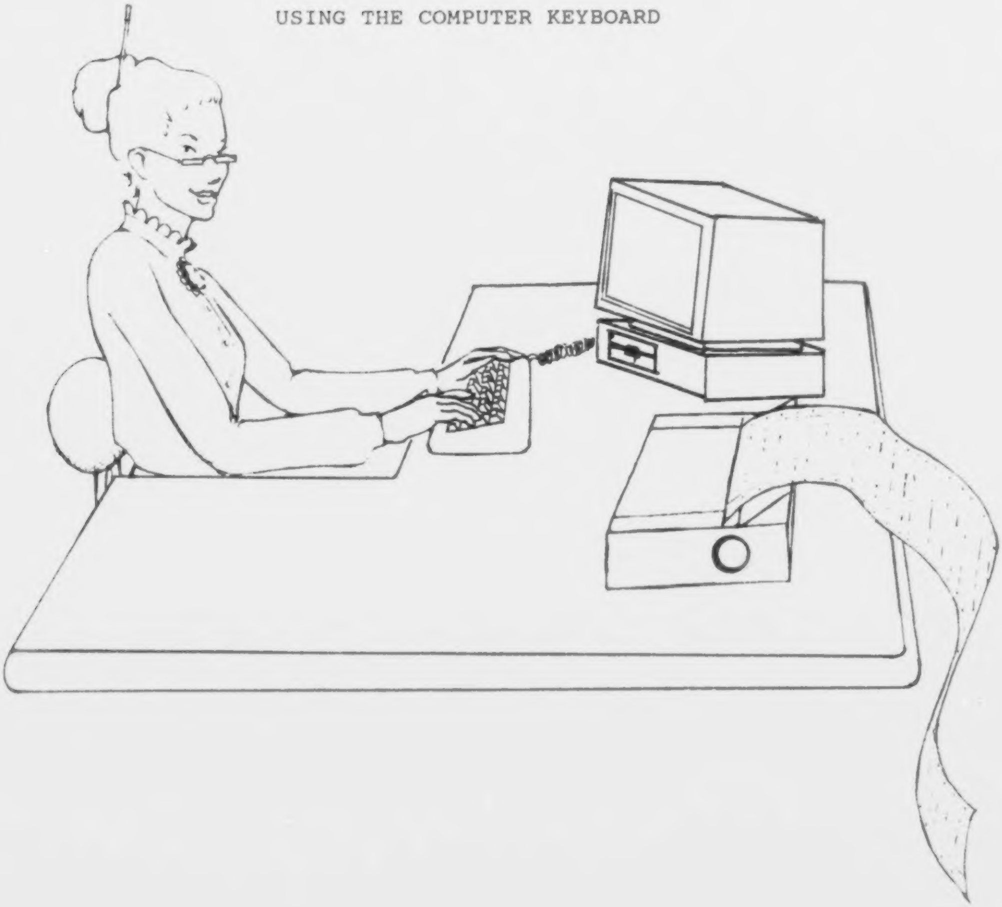
Enrichment:

1. Write a composition on the topic - The Computer as a Tool.
2. Some people feel that computers are taking over. Write a paragraph explaining why you agree or disagree.

TOPIC 6 FILE = TYPE

Name ______________________________ Date ______________

USING THE COMPUTER KEYBOARD



What do you notice about the way the person in the picture is seated at the computer? ____

____

In this lesson you will practice proper finger placement which will help you with increasing your speed and degree of accuracy. You will also learn how to position your body at the computer. Before you begin the activities, load the program and create a new file named TYPE.

Name ______________________________ Date ______________

PROPER POSTURE FOR KEYBOARDING

1. In the last lesson you typed two paragraphs. Did you have any problems using the keyboard? ______________________

   Explain. ______________________

2. Did you know which fingers to use for the keys? ______________

3. What are the advantages of learning how to type correctly?

   ____

   ____

4. Follow these directions before you begin typing the activities:

   a. Your back is straight and leaning a little forward.
   b. Your body is positioned in the center of the keyboard.
   c. Your elbows are close to your body, yet relaxed.
   d. Your feet are slightly apart and positioned flat on the floor.
   e. Your fingers are slightly curved and positioned on ASDF JKL; (the home row keys).
   f. Your wrists are low but not resting on the computer.
   g. Your eyes are looking at the lesson to be typed.
   h. The typing lesson is placed in an area that you can see without straining your neck or eyes.

FINDING THE HOME ROW

1. Place your fingers on the home row - ASDF JKL;
2. Take them off.
3. Close your eyes.
4. Without looking, place them back on the home row.
5. Were you successful? ______________________
6. Try again. Keep trying until you can do it.
7. How many tries did it take? ______________________

A HOME ROW DICTATION

Position your fingers and body properly and follow your teacher's directions as you are given a home row dictation practice. As your teacher calls out the letter or symbol on the home row, you will type it. Do not press hard, since a computer keyboard needs only a light touch. Do not look at the keyboard. Your teacher will display a chart with the home row keys in the front of the room. Look at it and concentrate. Think about each finger as it touches the correct key.

6.3

Name ____ Date ______________________

HOME ROW TYPING PRACTICE

1. Type the following, using your right thumb for the spacebar:

   aa ss dd ff jj kk ll ;; aaa sss ddd fff jjj kkk lll ;;;
   aa ss dd ff ff kk ll ;; aaa sss ddd fff jjj kkk lll ;;;

2. Type the two lines until you have done it perfectly.

3. Type the following:

   ss ll jj aa ;; ff dd ll jj aa ss dd ;; ll dd ff jj aa kk ll
   ss ll jj aa ;; ff dd ll jj aa ss dd ;; ll dd ff jj aa kk ll

4. Type the lines in #3 until you have mastered these home row keys.

5. Type the following:

   ak jl ds ;l aj kd sl fj dd sl ;a ka dj fs ak js ;f dk sl ;s
   ak jl ds ;l aj kd sl fj dd sl ;a ka dj fs ak js ;f dk sl ;s

6. Keep practicing the lines in #5 until you can type it with much more accuracy.

7. Type the following:

   dad fall ask falls lass; a asks dads all lads sad a fall;
   dad fall ask falls lass; a asks dads all lads sad a fall;

8. If you did not type the activity in #7 perfectly, type it again.

9. Type the home row--asdfjkl; over and over again until you make a mistake. How many times did you type it? ______________________________

TYPING CAPITAL LETTERS

Typing capital letters takes a little practice. Find the two SHIFT keys on your keyboard. They may look like large arrows pointing up or be labeled SHIFT. They are usually very near the right and left sides of the spacebar.

1. When you type the keys on the right side of the keyboard, which SHIFT key will you use? ______________________________
2. When you type the keys on the left side, which SHIFT key will you use? ______________________________

Remember to hold the SHIFT down as you touch the key. Do not try to press the SHIFT and the key simultaneously. Type the following words and nonsense words:

Kdf Al; Fall Da; Jas Lad K;j Sad Das Jls Dsk Lka Sj; Lad Dsk
Kdf Al; Fall Da; Jas Lad K;j Sad Das Jls Dsk Lka Sj; Lad Dsk

Practice these two lines until you feel confident using the SHIFT keys.

Name ______________________________ Date ______________

LEARNING THE OTHER LETTERS

Since learning how to do keyboarding takes approximately one year, it is not possible to go through the entire keyboard at this time. Your teacher will supply you with a typing book or typing activities so that you can practice your keyboarding when you have free time or sometimes for an entire period.

TYPING SYMBOLS AND NUMBERS

These are several rules to keep in mind:

1. When you type numbers, remember that you should become accustomed to typing the 0 key for zero and the O key for the letter O. When you do other computer activities, it will become important to distinguish between them.
2. When you type the symbols that are on the top of the keys, you must hold down the SHIFT. The CAPS LOCK key will not allow you to type them.
3. Type each of the numbers and symbols. If you are not sure of what some of the symbols mean, ask your teacher.

REVIEW

What is the proper posture and finger placement for keyboarding?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

Name ______________________________ Date ____________________

DRAWING THE KEYBOARD

Draw your keyboard. Fill in each key. As you learn the key, mark it in some way. You may want to use a small check or a color marking.

Topic 7: Using the Cursor Movement Keys

Aim: How do we use the cursor movement keys?

Performance Objectives: Students will be able to:

- locate and use cursor movement keys
- use the formatting keys to reformat lines
- demonstrate and explain scrolling

Materials:

- worksheets 7.1-7.4
- software: DOS, PC-Write, students' data disks
- oaktag and markers

Do Now:

Name three special keys on the keyboard and write a sentence for each explaining its function.

Vocabulary: cursor movement keys, reformatting, scrolling

Motivation:

What are some of the advantages of knowing all the controls on your VCR or stereo? What will happen when you know all the controls of the PC-Write program?

Development:

1. Tell the class that in this lesson they will be learning some of the skills that will help them become experts in using the PC-Write program. They should have the DOS, PC-Write and their data disk.

2. Distribute Worksheet 7.1. Have the class read and discuss the first paragraph. Assist them in creating a new file named CURSOR.

3. It is important to mention the reformatting feature at this time. Refer to REFORMATTING LINES on the worksheet. Tell the class that this may or may not happen, but if it does they should simply press F7 and the line that the cursor is on will be reformatted. Distinguish between formatting a disk and formatting a line.

4. Distribute Worksheet 7.2. Tell the class that before they begin learning the cursor movement, they will type an activity by following the directions for the TYPING ACTIVITY on the worksheet.

5. BEFORE YOU DO THIS ACTIVITY WITH THE CLASS, MAKE SURE THAT EACH CURSOR MOVEMENT KEY WORKS WITH THE KEYBOARD YOU ARE USING. THIS IS AN IBM PROGRAM. IF YOU ARE NOT USING AN IBM, SOME OF THE KEYS MAY NOT WORK THE SAME WAY. EDIT THE CURSOR MOVEMENT WORKSHEETS TO FIT THE MACHINES YOU ARE USING.

   Guide the class through this activity by using THE CURSOR MOVEMENT KEYS section of the Worksheet 7.2. Give them a cursor movement practice by calling out various words or locations that are in the sentences. Have them move to them as quickly as possible. Have them raise their hands when their cursor is on the correct location.

6. Roll up a piece of long paper. Let it roll down. Roll it up again. Ask if anyone knows what a piece of paper that is rolled up and meant to roll down in order to be read is called. Tell them to think back to what words were written on thousands of years ago. (Elicit - scroll) Tell the class that their words can also scroll on the computer. Distribute Worksheet 7.3 and guide the class through using the scrolling keys. Have the class save the file.

Application:

Have the class do the REVIEW AND PARTNER ACTIVITY. Have the class make a chart on oaktag of the cursor keys.

Summary:

1. What is reformatting lines? How do you do it?
2. What are the four cursor control keys that let you move one space up, down, right and left?
3. What are the HOME and END keys? What do they let you do?
4. Which key do you use to move to the following: top of screen? bottom of screen? right of screen? left of screen?
5. How many lines can you see at one time on the screen?
6. What is scrolling? How do you scroll down one line? Up one line? Down 24 lines? Up 24 lines?

Homework:

Write a paragraph explaining how you and your family could use a computer at home.

Enrichment:

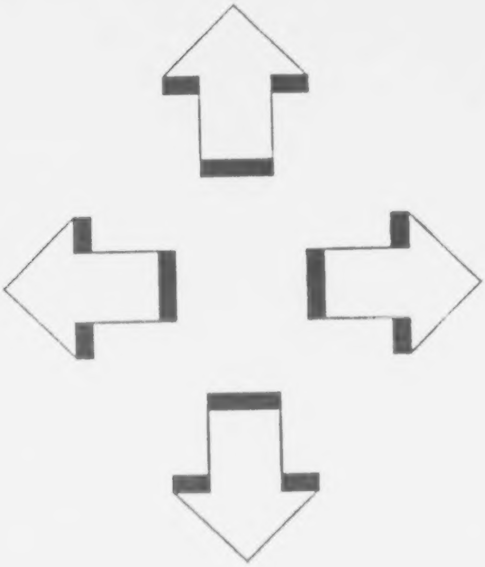
1. Find pictures of computers in magazines. Bring to class to include on a class bulletin board.

2. Explain why buying IBM stock would be a good investment. You may want advice from a parent.

TOPIC 7

Name ______________________________ Date _______________ **FILE = CURSOR**

THE CURSOR MOVEMENT KEYS



In this lesson you will learn to move the cursor in different ways. It is important to know how to get to different parts of the screen quickly. The cursor movement keys will help you do that. Create a file named **CURSOR**. If you have forgotten how, refer to Topic 4.

What does the cursor tell you? ____________________________________

____

REFORMATTING LINES

Sometimes when you type, the line you are typing on seems to actually go off the screen to the right. This means that the lines are no longer formatted. In this case the word format means the way the lines look on the screen. Don't worry! You must simply reformat the lines by doing the following:

1. Move the cursor to the line where this has happened.

2. Press F7. This reformats your paragraph.

7.2

Name ______________________________ Date ____________

TYPING ACTIVITY

Your assignment is to type the following sentences. Make sure to include an ending for each one. Press ENTER twice at the end of each sentence so that they will be double spaced.

The best movie I have ever seen is

My favorite TV show is

The sport I enjoy watching the most is

My favorite sport to play is

The best place I have ever traveled to is

If I could travel anywhere, I would go to

My favorite singer or group is

If I had $100 I would buy

If I had $1000 I would buy

The best thing about New York City is

****

THE CURSOR MOVEMENT KEYS

Since word processing includes editing or changing words, sentences, and paragraphs, it is important to be able to move freely on the screen. You can move slowly with the 4 arrow keys, but this program has other cursor movement keys. Look at the right side of the keyboard. You will be using these numbers to control the cursor. Try each key and write what happens to the cursor when you press each one.

8 - The cursor ______________________________

2 - The cursor ______________________________

4 - The cursor ______________________________

6 - The cursor ______________________________

7 - (HOME key) The cursor ______________________________

1 - (END key) The cursor ______________________________

7.3

Name ______________________________ Date ______________

SCROLLING

It is also possible to scroll the words. Scrolling is moving the words up or down so that different parts can be seen. You can scroll the words down one line at a time by pressing these scrolling keys:

3 - The cursor ______________________________

9 - The cursor ______________________________

You can also scroll through an entire screen (24 lines) by pressing combination keys. Try them and explain what happens. (You need at least 24 lines for this to work.)

SHIFT and PG UP - The cursor ______________________________

SHIFT and PG DN - The cursor ______________________________

SAVING YOUR FILE

What happened?
My assignment is all gone!

Each time you create a new file, you will want to save it on your disk. You will be given instructions again on saving a file. In future computer assignments, refer to this worksheet when you want to save. Follow these steps:

Press F1. Press F3.

Name ______________________________ Date ______________

REVIEW

1. What is reformatting a line? ______________________________

____

2. What key do you use to reformat a line? ______________________________

3. What is scrolling? ______________________________

____

4. How many lines is an entire screen? ______________________________

5. How would you create a new file named NEW?

____

____

____

6. What two keys are used to save? ______________________________

7. Complete this chart and then try each key again:

CURSOR MOVEMENT CHART

WHAT YOU WANT TO DO	WHAT KEYS DO YOU PRESS?
Move to top of screen	
Move to bottom of screen	
Move to left of screen	
Move to right of screen	
Move to top of file	
Move to bottom of file	
Scroll down one line at a time	
Scroll up one line at a time	
Scroll up 24 lines at a time	
Scroll down 24 lines at a time	

PARTNER ACTIVITY

Sit with a partner and challenge one another to move the cursor to a specific location.

Topic 8: Inserting Characters

Aim: How do you edit a file by inserting?

Performance Objectives: Students will be able to:

- load a file
- use inserting to edit a file
- get a disk directory on the screen

Materials:

- worksheets 8.1-8.5
- software: DOS, PC-Write, MS DOS data disk, students' data disks

Do Now:

What does the word insert mean?

Vocabulary: insert, disk directory, backup, character

Motivation:

Write the following on the board:

The girl ate a sandwich.

Suppose you wanted to change it to this:

The tall, attractive girl slowly ate a ham and cheese sandwich in the diner.

How could you do it without retyping? (Elicit - you would insert the words.) The goal of today's lesson is to learn how this can be done.

Development:

1. Since the class will be working with 4 different disks in this lesson, review what each will be used for. Tell them that the MS DOS data disk has files that they will be using to practice editing. Verify that they will get the file from that disk and then save it on their student data disk. This may be confusing so make sure they understand.

2. Distribute Worksheet 8.1. Have the class carefully follow the directions for LOADING A FILE on the worksheet. Explain backup (number 4) and tell the class that they can have a backup file or a backup disk.

3. Once the class has the file INSERT on the screen, distribute Worksheet 8.2. Tell them to read the first part of INSERTING on their worksheet. Thoroughly discuss the definition emphasizing the fact that not only words and numbers, but lines and spaces can be inserted. Since the class should save only perfect files, explain how they can delete (erase) with the BACKSPACE key which erases one space to the left. Tell them they will do extensive deleting in future lessons.

4. Instruct the class to edit by inserting characters in Activity 1 so that the screen paragraph looks like the one on the worksheet.

5. Distribute Worksheets 8.2 and 8.3. In Activity 2 they will insert words. Refer to the worksheet for the edited version. Make sure that everyone understands where to place the cursor when inserting.

6. Before doing Activity 3, ask the class to locate the numbers. Explain that to type a symbol, they should hold down the SHIFT and then press the key. The CAPS key will not work for symbols. Have the class complete this activity referring to the worksheet.

7. Have the class do Activity 4 on Worksheets 8.3 and 8.4. Refer to the worksheet to see final version. Have the class save the file on their data disk.

8. Explain the disk directory. Compare it to a telephone directory. Have the class refer to Worksheet 8.4. Read the information on the disk directory. Have the class get the directory of their data disk on the screen. They will then make a list of what they have saved on their disks.

9. Complete the REVIEW section on Worksheet 8.5.

Application:

Name a new file RELATIVE. Type a list of ten different relatives, how they are related to you and one fact about them. It should look like this:

Johnny Morgan	cousin	blonde hair
Marion Stevenson	grandmother	great cook

When you have ten of your relatives listed, use the cursor movement keys to move to the top of the file. Insert words to add details to each line. This is an example:

Johnny Morgan, my first cousin, has blue eyes, short blonde hair, and a diamond earring in his left ear.

Marion Stevenson, my 80-year-old grandmother, is the world's greatest cook.

Summary:

1. How do you load a file?
2. What is a backup?
3. How do you get a disk directory?
4. What does inserting mean?

Homework:

Look in the Want Ads of your daily paper and cut out examples of jobs in word processing that you see advertised. Also clip advertisements for computer schools. Bring to class for bulletin board display.

Enrichment:

Look up the history of early computers in the library. Write a one-page report. Include the names of the sources you used.

Name ______________________________ Date ____________________

EDITING A FILE BY INSERTING

That's the old me back there. My computer has put a smile on my face.

LOADING A FILE

In this activity, you will use the DOS, PC-Write, student data disk, and a new disk called the MS DOS data disk. This disk includes several files that need editing. You will be getting a file from this new disk. This process is called retrieving. Follow these steps:

1. Place this new data disk in drive B. Boot the computer with DOS.

2. When you see the A>, remove the DOS and place the PC-Write program in the A drive.

3. Type: ED B:INSERT and press ENTER.

4. When the file has been read by the program, it will ask you if you want to make a backup. A backup is a duplicate copy of the file. The top line of the screen will read:

   ```
   PRESS ESC FOR NO BACKUP, F9 TO MAKE BACKUP COPY "B:INSERT.&"
   ```

5. If you wanted another copy of your file as a backup to your original, you would press F9. Since you have no need for a backup, press the ESC key.

6. Remove the MS DOS data disk and place your data disk in the B drive.

8.2

Name ______________________________ Date ______________

INSERTING

I'll just insert the additions quickly and pack my bags.

Inserting is adding anything - a letter, a number, a line, a blank space, a word, or a paragraph - at any point in the text. Keep in mind that the lines that appear in this book may end at a different place than the ones that appear on your screen. If you accidentally type an incorrect key, the BACKSPACE key will erase one space to the left.

Activity 1 - Inserting single characters.

1. A character can be a letter, a number, punctuation, or a symbol. Place the cursor exactly where you want the character to appear.

2. The following is what you will see on the screen:

   Mos people realydo not lik to exercis. Tey wold rather sit in fron of th televison Howevr it is very importnt to exercise you bod so that you stay strng and helthy youentire life.

3. When you insert, position the cursor on the location where you want the insert to appear. Edit the file on the screen so that it looks like the version that follows:

   Most people really do not like to exercise. They would rather sit in front of the television. However, it is very important to exercise your body so that you stay strong and healthy your entire life.

Name ______________________________ Date ______________

Activity 2 - Inserting words

1. When you want to insert a word, place the cursor on the first letter of the word that follows it, and then type the word. You must also press the spacebar to create a space between the words.

2. This is what you will see on the screen:

The man walked to the water. He dived and swam in the waves. Dozens joined him. They were members of the Island Bear Club.

3. Edit the file by inserting the extra words. Check to make sure the edited version looks like this:

The skinny, old man walked briskly to the cold water. He dived into the surf and swam effortlessly in the freezing ocean waves. Dozens of other people joined him. They were members of the famous Coney Island Polar Bear Club.

****

Activity 3 - Inserting numbers and symbols

1. Before you begin this activity locate the numbers and symbols. To type a symbol, you must hold down the SHIFT key and press the number/symbol key. The CAPS key will not work for symbols. The screen copy will look like the following:

   Does 2 + 7 8
   Order 8678 includes an 8 discount
   What does A mean
   Jones Brown, Inc is located at 50 Broad St NY NY
   Help he screamed

2. The edited screen should look like this:

   Does 24 + 67 = 81?
   Order #89678 includes an 80% discount.
   What does A> mean?
   Jones & Brown, Inc. is located at 5680 Broad St., N.Y., N.Y.
   "Help!" he screamed.

****

Activity 4 - An Inserting Challenge

1. Press ENTER four times to move down on your screen. Type the following:

Celebrating is the bes part of growingup. people love to giv gifts. Another par of holdays is dressing Finding that outfit cnbe some to remember a time a picture or video is often use to recod tha look. Most important, people remember holiday because remind them of hapy moments with peple the love.

Name ______________________________ Date ______________

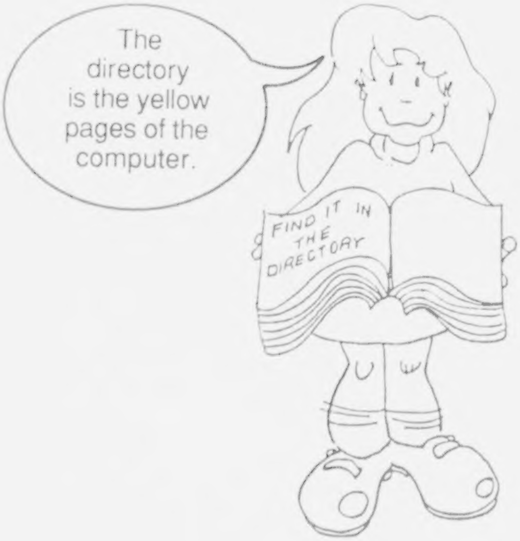
2. Position your cursor on the "C" of the first word. Press the spacebar five times. This will cause the first word to move so that it will be indented. Edit carefully and compare your screen to this:

Celebrating holidays is one of the best parts of growing up. Young people love to give and receive gifts. Another important part of holidays is dressing up. Finding that special outfit can be something to remember for a long time especially since a picture or video is often used to record that special holiday look. Most importantly, people remember holidays because they remind them of spending happy moments with people they love.

3. Make sure your personal data disk is in the B drive. Press F1. Press F3. The file is now saved.

****

GETTING A DISK DIRECTORY


The directory is the yellow pages of the computer.
FIND IT IN THE DIRECTORY

Once you have saved today's file, press ESC. Next exit the program by pressing F1 and then F2. In this activity you will learn to get the file directory on the screen. It is important so that if you forget how a file was saved, you can still retrieve it. After you get the directory or list of files on your data disk on the screen, write down the names of the files that are listed. Do the following:

Type DIR B:/P at the A>. Press <ENTER>.

These are the names of the files on my data disk:

______________________________ ______________________________

______________________________ ______________________________

8.5

Name ______________________________ Date ______________

REVIEW

______________ 1. What keys do you press to save a file?

______________ 2. What key do you press to reformat a line?

______________ 3. What do you type at A> to get a directory of your disk in the B drive?

______________ 4. What term means moving the word or text up or down so that different parts can be seen?

______________ 5. What term means adding letters, words, spaces, sentences, or paragraphs.

6. How do you retrieve a file?

7. How do you get a disk directory on your screen?

8. How do you save a file?

9. How do you exit the program?

10. How do you load the program and name a new file called WORDS?

Topic 9: Centering Lines

Aim: How do you center lines?

Performance Objectives: Students will be able to:

- define centering
- demonstrate the ability to center lines

Material:

Worksheets 9.1-9.3
software: DOS, PC-Write, students' data disks

Do Now:

Write a synonym for the word "center."

Vocabulary: center

Motivation:

Write the following on the board in these two formats:

YOU ARE INVITED
TO
A BIRTHDAY PARTY
FOR
MARY MURPHY
ON MAY 30
AT 8:00 P.M.
AT 678 NORTH STREET
PLEASE
COME

YOU ARE INVITED
TO
A BIRTHDAY PARTY
FOR
MARY MURPHY
ON
MAY 30
AT
678 NORTH STREET
PLEASE COME!

Ask the class which invitation looks better. Discuss the reason. Tell the class that in this lesson they will learn how easy it is to center lines.

Development:

1. Write the word "centering" on the board. Ask the class for synonyms. Write the definition: placing a word or group of words in the middle of a line.

2. Distribute Worksheet 9.1. Have the students read the first paragraph and then complete the list of when they would use centering. Discuss the lists. Tell them that before they learn a new function key, they should review the ones they know by filling in the blanks. (F9 - create a new file; F1, then F3 - save; F7 = reformat a line.)

3. Tell the class that menus are often centered. Distribute Worksheet 9.2. Have the class read the menu. Discuss any foods that the students are not familiar with. Have them type and center each line. When they have finished, they will create an original menu. They can use the lines on the bottom of the page to plan it. They will then type and center their menu.

4. Explain that they do not have to purchase invitations when they are planning a party. They can use the computer to make original ones. Distribute Worksheet 9.3. Have the students type and center the lines of the invitation.

Application:

Have the class design an original invitation. They can use the lines on Worksheet 9.3 to plan it. They should type and center each line.

The class should save their work for the day.

Summary:

1. What does centering mean?
2. How do you center lines using the word processor?

Homework:

Have the students make a list of 15 company names. As a computer activity, they will type and center the list. This is an example:

COMPANY NAMES

Sony
Nike
Reebok

Enrichment:

There are a number of telephone tutors operating in our country. The computer tutors offer instruction in many different subjects. When the student answers correctly, the computer voice gives praise. When the student answers incorrectly, the computer offers the opportunity to try again. Write a paragraph comparing a computer tutor to a human tutor. Explain advantages and disadvantages of each type.

TOPIC 9

Name ______________________________ Date ____________ File = CENTER

CENTERING LINES

I'd love to be able to center the title. I need assistance.

Centering is positioning a word or group of words in the center of a line. Have you ever tried to center a line on a typewriter? It requires a great deal of mathematical figuring. You will be amazed at how easy it is to center using the word processor.

List two instances in which you would want one or more lines centered.

____

____

Centering involves using another of the function keys. Before you continue, review these function keys by explaining what their functions are:

F9 ____

F1 then F3 ____

F7 ____

Name ______________________ Date ______________ File = CENTER

CENTERING MENUS

Before you begin this activity, load your program. You will create a new file named CENTER. Do the following:

1. Type the following: THANKSGIVING DAY DINNER

2. Keep the cursor on the line you just typed. Hold down the SHIFT key while you press the F8 function key.

3. What happened to the line? ______________________________

4. Type the entire menu, centering each line. Your final copy should look like the following:

THANKSGIVING DAY DINNER

Fresh Fruit Cup
Antipasto
Minestrone Soup
Roast Turkey
Chestnut Stuffing
Mashed Potatoes
Giblet Gravy
Fresh Cranberry Sauce
Sweet Potato Pie
Buttered Corn
Peas and Onions
Poppy Seed Rolls
Pumpkin Pie & Whipped Cream
Lemon Meringue Pie
Chocolate Cake
Coffee, Tea, Juice

5. You will now have an opportunity to write a menu for a special occasion in your home. It can be for Christmas, Rosh Hashana, Thanksgiving, 4th of July, Easter, or any other special day. Make a list on the lines below of the items you will include. Check the dictionary for the correct spelling. After you type each line, center it with the centering keys.

____

____

____

____

____

____

____

Name ______________________________ Date ______________

CENTERING INVITATIONS

It is easy to design your own invitations using your computer. They look best if they are centered. Type the following invitation. Center each line.

YOU ARE CORDIALLY INVITED

TO

A 4TH OF JULY BARBECUE

AT

7654 EAST MEADOW ROAD

AT

2:00 P. M.

R. S. V. P. - (718) 674-9090

****

DESIGNING YOUR OWN INVITATION

Plan a make believe or real invitation for a party or special event. Before you type and center it, plan it on the lines that follow. Make sure to include the purpose of the invitation, the address, time, date and R.S.V.P. information.

What does R.S.V.P. indicate to the person who receives the invitation?

____

____

____

Save the file you have just typed.

****

What are the centering keys? ______________ and ______________

Topic 10: Inserting Lines and Spaces

Aim: How do we insert lines and spaces?

Performance Objectives: Students will be able to:

- use the spacebar to indent
- use the TAB key to indent
- double space text

Materials:

- worksheets 10.1 - 10.4
- software: DOS, PC-Write, MS DOS data disks, students' data disks

Do Now:

Write a sentence explaining the purpose of the insert feature.

Vocabulary: indent, double space, TAB key

Motivation:

What is a single in baseball? What is a double? What do you think single and double spacing is? (Elicit the answers.) After you type a letter or composition on a typewriter, can it be double spaced? It can easily be done on a computer. This is one of the skills you will learn in this lesson.

Development:

1. Ask the class to explain what they learned in the insert lesson. (Elicit - how to insert letters, numbers, symbols, and spaces.) Tell the class that in this lesson they will learn how to insert five spaces for a paragraph indentation and also how to insert extra lines to make the text double spaced.

2. Distribute Worksheet 10.1. Have the class boot their systems with DOS, load the program, and get the file B:INDENT which is included on the MS DOS data disk. Once the file is on the screen, they should remove the data disk and then insert their student data disks in the B drive.

3. Have the class do Activity 1 on Worksheet 10.1 and 10.2. Guide the class through moving the second line to the margin if they have problems.

4. Tell the class to look at Activity 2 on Worksheet 10.2 and on their screens. Have them follow the directions on their worksheet to make the final copy look like the edited version.

5. Have the class do USING THE TAB KEY TO INDENT FOR PARAGRAPHS on Worksheet 10.3. Discuss the sentences after they have completed them.

6. Explain double spacing. Show the class a copy of text that is single spaced and the same copy double spaced. Have the class think of types of documents where single spacing is appropriate. Also, discuss text that is best double spaced. Have the class complete the DOUBLE SPACING activity on Worksheet 10.3.

Application:

Have students complete the CHALLENGE ASSIGNMENT on worksheets 10.3 and 10.4.

Summary:

1. How do you use the spacebar to indent?
2. How do you use the TAB key to indent?
3. How do you double space text?

Homework:

Find examples of double-spaced material in books, newspapers, magazines or other typed material at home. Bring several examples to class.

Enrichment:

In recent times, many people have literally been forced to learn how to use computers or lose their jobs. For example, if an employee was a typist, he/she had to learn how to use a computer when the employer threw the typewriters in the garbage. How would you answer an employer who asked you to learn computers or go job hunting?

TOPIC 10

Name ______________________________ Date ______________

INSERTING LINES AND SPACES

I know you're ready for some new commands!
W.P.

In this lesson you will learn how to indent a new paragraph. You will also learn how to indent a paragraph after the text has been typed. After you have practiced those two skills, you will learn to double space lines. Follow these directions:

1. Boot your system with DOS. When the A> appears, insert the PC-Write program.
2. Load the file B:INDENT which is on the MS DOS data disk. Press ESC to indicate you do not want a backup copy.
3. When the file is loaded, place your data disk in the B drive.

Activity 1 - Using the spacebar to indent.

You might decide that you want a line to be indented after you type it. Practice this skill by doing the following:

1. Press ENTER so that the cursor is at the left margin. Type this sentence:

On the 4th of July many people like to go to the beach, barbecue hot dogs and hamburgers, watch fireworks, and sing patriotic songs.

2. Position the cursor on the "O" of "On." Press the spacebar 5 times. What happened? ______________________________

Name ______________________________ Date ________________

3. If the first word on the second line is not at the margin, place the cursor on the first letter of that word and press the BACKSPACE key until it is even. Do the same for the third line.

Activity 2 - Using the spacebar to indent.

1. This is a copy of what you see on your screen:

I consider 3:00 Friday the best part of the week. I refuse to think about homework or that dreaded Monday morning alarm clock. All I can think about is whether I want to rent a video, go to the movies or just hang out with my friends. Saturday is a very special day because my mother usually takes me shopping. If I have worked hard all week doing my homework and helped with the chores, she often buys me something. Saturday night is always enjoyable. Sunday is my day to sleep late, read the papers, watch a game on TV, and do my homework. Toward evening all I can think about is how much I hate Mondays.

2. Do the following to change it to paragraph form:

   a. Place cursor on first letter "I".
   b. Press spacebar 5 times.
      If the first word on the second line is not positioned properly, place the cursor on the first letter of the word and backspace until it is on the left margin.
   c. Place the cursor on the "S" the first "Saturday."
   d. Press ENTER twice. Do not press it too fast.
   e. Press the spacebar 5 times.
   f. Follow the steps you used in the first paragraph to line up the second paragraph.
   g. Place cursor on "S" of "Sunday." Press ENTER twice and line up the rest of the paragraph.

3. The final copy will look like the following:

     I consider 3:00 Friday the best part of the week. I refuse to think about homework or that dreaded Monday morning alarm clock. All I can think about is whether I want to rent a video, go to the movies or just hang out with my friends.

     Saturday is a very special day because my mother usually takes me shopping. If I have worked hard all week doing my homework and helped with the chores, she often buys me something. Saturday night is always enjoyable.

     Sunday is my day to sleep late, read the papers, watch a game on TV, and do my homework. Toward evening all I can think about is how much I hate Mondays.

USING THE TAB KEY TO INDENT FOR PARAGRAPHS

1. Locate the TAB key on your keyboard. It is on the left side.

2. Press ENTER twice. Press the TAB key. Watch the screen as you press it. What happened?

   ____

Name ______________________ Date ______________

3. How many spaces did it move? ______________________

____

4. Press it again. What happened? ______________________

____

5. Press ENTER. Press TAB. Type a three or four sentence paragraph on the topic: The Reasons I Would Like My Own Computer.

DOUBLE SPACING

For some writing it is necessary to double space the lines. It is usually best to double space after you have finished editing.

1. Press ENTER twice so that your cursor is at the left margin. Type the following:

   Winter is mainly for children. Most adults do not like to face frozen sidewalks and car batteries.

2. Position the cursor on the first word of the second line.

3. Press ENTER. (NOTE: If you pressed ENTER again, you would have triple spacing.)

4. What is double spacing?

   ____

CHALLENGE ASSIGNMENT

1. Press ENTER twice and type CHALLENGE ASSIGNMENT.

2. Type the following composition exactly as you see it:

Ellis Island--An Island of Hope
Within the shadow of the Statue of Liberty lies Ellis Island. This was the immigration center for New York City between 1892 and 1954. The men, women, and children who journeyed to this new land were very courageous. They left their families and friends in search of their dreams. Crossing the Atlantic was seldom smooth. The wind, rain, and high waves made many feel sick. They slept on narrow bunks surrounded by unwashed bodies and spoiled food. They must have worried about their future during those weeks aboard the ship. When they entered the Narrows, which now is the site of the Verrazano Bridge, they could see the buildings and church spires of lower Manhattan and Brooklyn. On their left stood the "Lady of the Harbor"--the Statue of Liberty. As they noticed her torch uplifted to the sky, their hearts must have skipped a beat. They were probably afraid but filled with hope as they imagined their new lives about to begin.

Name ______________________________ Date ________________

3. Edit the composition by centering the title, double spacing, and making paragraphs. When you finish, save the file. Your edited version should look like this:

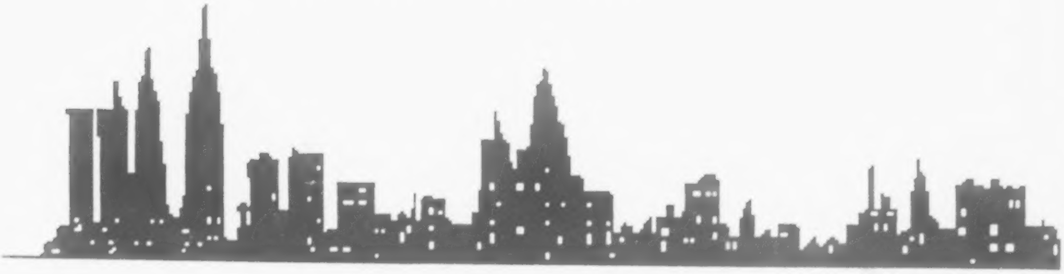
Ellis Island--An Island of Hope

Within the shadow of the Statue of Liberty lies Ellis Island. This was the immigration center for New York City between 1892 and 1954. The men, women, and children who journeyed to this new land were very courageous. They left their families and friends in search of their dreams.

Crossing the Atlantic was seldom smooth. The wind, rain, and high waves made many feel sick. They slept on narrow bunks surrounded by unwashed bodies and spoiled food. They must have worried about their future during those weeks aboard the ship.

When they entered the Narrows, which now is the site of the Verrazano Bridge, they could see the buildings and church spires of lower Manhattan and Brooklyn. On their left stood the "Lady of the Harbor"--the Statue of Liberty. As they noticed her torch uplifted to the sky, their hearts must have skipped a beat. They were probably afraid but filled with hope as they imagined their new lives about to begin.

****



Decide where the Statue of Liberty is. Add it to this picture.

Topic 11: Editing by Deleting

Aim: How do you edit a file by deleting?

Performance Objectives: Students will be able to:

- define deleting
- delete using five different methods
- explain how to get deleted words back
- define highlighting

Materials:

- Worksheets 11.1 - 11.6
- software: DOS, PC-Write, MS DOS data disk, students' data disks
- 6 typewritten letters edited with white-out and an eraser

Do Now:

How do you erase when you make a mistake using a typewriter? Why is it hard to make it look neat?

Vocabulary: delete, highlight, softcopy, hardcopy

Motivation:

Distribute several copies of letters typed on a typewriter on which white out and an eraser were used to delete mistakes. Would you feel proud to send this letter? Explain your answer. Why would you never have to send a letter like this if you used a computer?

Development:

1. Tell the class that since they now know how to insert with the program, it is also important to learn how to erase. Before they begin, they should refer to GETTING A FILE FOR DELETING PRACTICE on the worksheet. If they have forgotten how to get a file from the BOARD OF EDUCATION DATA DISK, they should refer to the instructions in Lesson 8.

2. Have a member of the class read the information on DELETING that appears on Worksheet 11.1. Discuss, then complete the definitions of character, deleting and softcopy. Review meaning of hardcopy.

3. Tell the class to find the Backspace key. They will complete Activity 1 on Worksheet 11.2 by using this key to edit the paragraph. They should refer to the worksheet for the final version.

4. Have the class locate the DELETE key. After reading the first paragraph on Activity 2 of Worksheet 11.2, ask them what it erases. Complete the activity.

5. Tell the class to locate the CTRL (control) key. Refer to Activity 3 on Worksheet 11.3 to practice erasing from the cursor to the end of the line. Thoroughly explain the feature of being able to get the line back with CTRL and F4. Ask the class to point out the highlighted words. Discuss the meaning of highlight.

6. Ask the class if deleting one character at a time seems too slow. Tell them that they can delete entire words to the right of the cursor with

the CTRL and ESC keys. Guide them through the instructions in Activity 4 on Worksheet 11.3 and 11.4. When they have completed the exercise, discuss which words should have been deleted in each line.

7. Tell the class to refer to Activity 5 on Worksheet 11.4. Explain that the last way to delete is to use CTRL and Backspace to erase the word to the left of the cursor. Tell the class to read the paragraph and erase all unnecessary words. After everyone has completed it, ask a class member to read the corrected softcopy. Then, print a hard copy.

8. Have the class complete the activities on Worksheet 11.5 so that they can have additional practice.

Application:

Get the following files on the screen and edit them using inserting and deleting commands: B:WRITE, B:CURSOR and B:INDENT.

Summary:

1. What is deleting?
2. What do the following deleting keys do?
    a. BACKSPACE
    b. INSERT
    c. CTRL and ENTER
    d. CTRL and ESC
    e. CTRL and BACKSPACE
3. How can you get deleted words back?
4. What is highlighting?

Homework:

Have the students complete the REVIEW - Worksheet 11.6

Enrichment:

Prepare a skit with a classmate in which one of you is a computer salesperson and the other sells typewriters. After the sales pitches, ask the class what they would buy and why.

TOPIC 11

Name ______________________________ Date ______________

EDITING A FILE BY DELETING

Deleting is a fancy way to say erasing.

DELETING

Deleting is one of the ways to edit on the computer. Editing means making changes by using different keys. When you write or edit, there are times when you might want to erase.

The term used for erasing on the computer is deleting. However, deleting is more than just erasing. Characters that are deleted are also removed from the computer's memory. Keep in mind that the lines on the screen copy (also called the softcopy) might not end in the same places as the ones on this worksheet.

1. What is deleting? ______________________________

2. What is softcopy? ______________________________

11.2

Name ______________________________ Date ____________________

GETTING A FILE FOR DELETING PRACTICE

For this activity you will need the MS DOS data disk. Get the file B:DELETE located on that disk on your screen. After it appears, make sure to remove that data disk and insert your student data disk in drive B.

Activity 1 - Using the BACKSPACE key

1. This key lets you erase one character to the left of the cursor. Locate the BACKSPACE key. Practice using it to edit this paragraph that you see on the screen:

Takking a ciity bus can bee and experiences. Watcching otther New YOrkerss runnning to cattch a bus , dashhing for an seaat , tryying to reead the New Yorrk Timees, annd gettting stuck in trafffic can bee interresting Peopple in thee countrry do not knoow what theyy arre miisssing

2. The edited copy should look like the following:

Taking a city bus can be an experience. Watching other New Yorkers running to catch a bus, dashing for a seat, trying to read the New York Times, and getting stuck in traffic can be interesting. People in the country do not know what they are missing.

****

Activity 2 - Using the DELETE key

1. Locate the DELETE key on the right side of your keyboard. This key erases or deletes the character at the spot where the cursor is. The softcopy will look like this:

Dooihg a cllass prouject iss one of the besst thimgs abouut going to schoool. A lot of tyme annd ennergy musst beee spennt it you wannt a goood grede A projject is a chance for youu too reallly shine It allso givves you theee opporetunity tooo get to knoww yourr classsmattes bettter . You willl got a chance to dooo a computter project ate the end of thise chapeter.

2. Edit the copy so that it looks like the following:

Doing a class project is one of the best things about going to school. A lot of time and energy must be spent if you want a good grade. A project is a chance for you to really shine. It also gives you the opportunity to get to know your classmates better. You will get a chance to do a computer project at the end of this chapter.

Name ______________________________ Date ______________

Activity 3 - Using CTRL + ENTER

1. With this combination of keys, you can erase from the cursor to the end of the line. You will see the following on your screen:

   I like to play tennis in the rain.
   Summers are great for swimming and getting a tan.
   Vacations should be taken every month of the year.
   Jogging is good for the heart and sneaker companies.

2. Do the following:

   a. Place your cursor on "i" of "in" in the first line.
   b. Watch the line as you hold down the CTRL key (left side of keyboard) and press ENTER.
   c. What happened? ______________________________

   ____
   d. This line is not lost forever. To get the line back, press CTRL + F4 at the same time.
   e. Practice this again by placing your cursor on the "a" of "and" in the second line.
   f. First delete it, and then make it return.
   g. Place your cursor on the the "o" of "of" in the third line. Practice the technique again.
   h. Finally, position the cursor on the "a" of "and." This time do not make the rest of the sentence reappear.

****

Activity 4 - Using CTRL + ESC

1. You probably realize that the DELETE key is very slow if you have many long words to delete. There is a much quicker way to delete words. With these keys you will delete the word to the right of the cursor. In this activity you will decide which words are synonyms and then delete the one that is not. What is a synonym?

   ____

2. This is the softcopy:

I like too to go to museums in Manhattan on Sundays. You're Your the kind of person who gets things done.
The teacher wants to know whether weather or not I am going on the trip to Washington, D. C.

They're Their There car is a Lincoln Continental.

Name ______________________________ Date ____________

3. Place the cursor on the first letter of the word that doesn't belong in the first line.

4. Press CTRL + ESC at the same time.

5. What happened? ______________________________

6. If you delete the second word in any line, your columns will be uneven. You can easily make two columns. Just place the cursor directly in front of the last word and press BACKSPACE until the word is lined up.

7. Also, if you realize you have made a mistake after you delete the word, CTRL + F4 will make the word reappear. F5 will remove the highlighting.

8. You should have eliminated the following words:

   Sentence 1 - too
   Sentence 2 - Your
   Sentence 3 - weather
   Sentence 4 - They're There

****

Activity 5 - CTRL + BACKSPACE

1. In this assignment you will delete a word to the left of the cursor on the softcopy you see here:

Learning to ski in the ocean mountains of New York is one of the most least exciting things to do in the winter summer. People animals invest a great small amount of money to buy sell all the expensive cheap equipment. If you are a brave cowardly person, try skiing sleeping. It may be just the sport for you.

2. Read the paragraph and decide which words must be deleted so that it will make sense.

3. Place the cursor to the right of the word you want to delete.

4. Press CTRL + BACKSPACE at the same time.

5. What happened? ______________________________

6. If you realize you made a mistake, press CTRL and F4 to make the word reappear. Press F5 to remove the highlighting.

7. Make sure your disk is in drive B. Press F1 and F3 to save the file on your disk.

11.5

Name ______________________________ Date ______________

MORE DELETE PRACTICE ACTIVITIES

Using the delete and backspace keys is easy. Do you remember exactly what they do?

The delete key ______________________________

The backspace key ______________________________

Part I - In this activity you will use the CTRL + ENTER combination. What does it allow you to do?

____

Type the following:

1. My favorite subjects are science, art and math.
2. I like to eat ice cream, pizza, liver and cottage cheese.
3. I like to play baseball, soccer, and water polo.
4. School is sometimes exciting, but at times boring.

Use the CTRL + ENTER combination to practice deleting. After you delete in each sentence, practice using CTRL + F4 to make the words reappear.

1. math
2. liver and cottage cheese
3. water polo
4. but at times boring.

Go back over the sentences and permanently delete any of the words that don't apply to you.

Part II - In this activity you will use CTRL + ESC. What does this combination allow you to do?

____

Type these lists of words:

seperate	separate
necessary	neccesary
sieze	seize
business	bussiness

Use CTRL + ESC to delete the incorrectly spelled words. Use a dictionary if necessary.

11.6

Name ____________________ Date ____________

Part III - In this activity you will use CTRL + BACKSPACE. What does this combination allow you to do?

____

Type the following lists:

television	radio
hamburgers	hot dogs
beach	mountains
dance	sing
leather jacket	down jacket

Move the cursor back to the first line of the list. Use the keys to delete one of the words so that you will have a list of five things you like.

REVIEW

1. What does deleting mean? ____________________
2. What is a softcopy? ____________________
3. What is a character? ____________________
4. What is highlighting? ____________________
5. What is editing? ____________________
6. What is the difference between inserting and deleting?

   ____

   ____

7. Which keys are used to make words reappear after they have been edited?

   ____

8. Fill in the chart with the correct deleting keys:

DELETING KEYS

KEY	WHAT JOB IT DOES
	Deletes one character or space to the left of the cursor.
	Deletes the character or space at the position of the cursor.
	Deletes the word to the right of the cursor.
	Deletes from the cursor to the end of the line.
	Deletes the word immediately to the left of the cursor.

Topic 12: Editing by Inserting and Deleting

Aim: How do we edit by inserting and deleting?

Performance Objectives: Students will be able to:

- demonstrate ability to insert
- demonstrate ability to delete

Vocabulary: computer literate

Materials:

- worksheets 12.1-12.6
- software: DOS, PC-Write, students' data disks

Do Now:

What are the two keys that you can use to insert the five spaces for paragraph indentation?

Motivation:

What does literate mean? (Elicit - being able to read and write) What does computer literate mean? (Elicit - being able to use a computer) Why is it important for a person growing up today to be computer literate?

Development:

1. Tell the class that in order to become an expert at word processing, they must practice. Explain that like an editor of a newspaper, the computer screen is also called an editor or editing screen. Discuss how they are alike.

2. Explain that since all individuals living in today's world must use computers in everyday life, it is important to realize that there are different types of computers that they use. Distribute Worksheet 12.1. Tell the class that they will be typing Activity 1 which is about the three different types of computers. After they have completed the typing activity, guide them through editing using the insert and delete commands. They should refer to the second copy in the book of the final edited version.

3. Distribute Worksheet 12.2. Have the students label the three kinds of computers. Discuss where they have seen the various kinds being used.

4. Explain that in order to become fast at word processing, the students must practice editing for a number of weeks. Distribute Worksheet 12.3. Tell the students to type the letter. Discuss how the sentences were very repetitive and that there were homonym mistakes. When they finish, they will use the editing keys to make the text look like the edited version included on the worksheet. Check the inserting and deleting technique of each student to make sure they are working correctly.

5. Have the class type the first section of Activity 3 on Worksheet 12.4. When they finish, ask them how they could change this set of paragraphs into a business letter. Have students edit the paragraphs referring to the edited version on the worksheet.

Application:

Have students complete Worksheet 12.5 - TYPING AN ORIGINAL BUSINESS LETTER, REVIEW, and the Puzzle (Worksheet 12.6)
Have the students save their work.

Summary:

1. How do you insert?
2. How do you delete?

Homework:

Write a business letter to the following company:

Mark Electronics, Inc.
45 West Street
Queens, New York 11345

This is the situation:

You purchased a radio/cassette player, Model #78, for $89.75. The first time you used it, the player erased your favorite cassette tape. You want your money back.

Enrichment:

There are many unseen computers in your life. Some of them might be in exercise bikes, dishwashers, microwave ovens, calculators, watches, telephone answering machines, air-conditioning and heat thermostats, cameras, digital clocks and television sets. Do some research in your house by asking your parents and reading the booklets that came with some of these items to find out if you have any unseen computers in your home. If you find others, explain what they are. Write a report explaining which ones you found.

TOPIC 12

Name ______________________________ Date ______________ FILE = REVIEW

INSERTING AND DELETING

Activity 1 - You will review the two skills of inserting and deleting. First, create a file named REVIEW. Type the following:

Computers come in man shapes and sizes. The large ones is called mainframe computers. The are the size of and average size room and can't store large amount of words and data. There prices range from several hundred thousand dollars to millions of dollars. Very businesses, the U. S. government and large college use mainframes. Minicomputers are smaller than mainframes. They can store large amounts of information, but not as much as mainframes. Like mainframes, they use terminal which allow the computer to do much much more than one job at a time. The costs between ten thousand and several hundred thousand dollars. They are use into department stores, schools and smaller businesses. The computer that you are using is the microcomputer which are also call personal or home computer. The are small and can even be place in a brief case and used on a plane. They can do one job at a time and hold a much smaller amount of data information. They cost between several hundred dollars and ten thousand. Microcomputers are used every where - school, home, office and business.

****

Edit the information you typed using insert and delete techniques. The final copy should look like the following:

Computers come in many shapes and sizes. The largest ones are called mainframe computers. They are the size of an average size room and can store very large amounts of data. Their prices range from several hundred thousand dollars to millions. Very large businesses, the U. S. government and large colleges use mainframes.

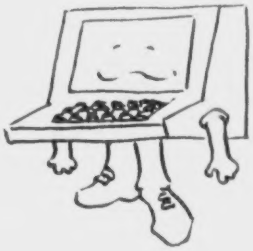
Minicomputers are smaller than mainframes. They can store large amounts of information, but not as much as mainframes. Like the mainframes, they use terminals which allow the computer to do more than one job at one time. They cost between ten thousand and several hundred thousand dollars. They are used in department stores, schools and smaller businesses.

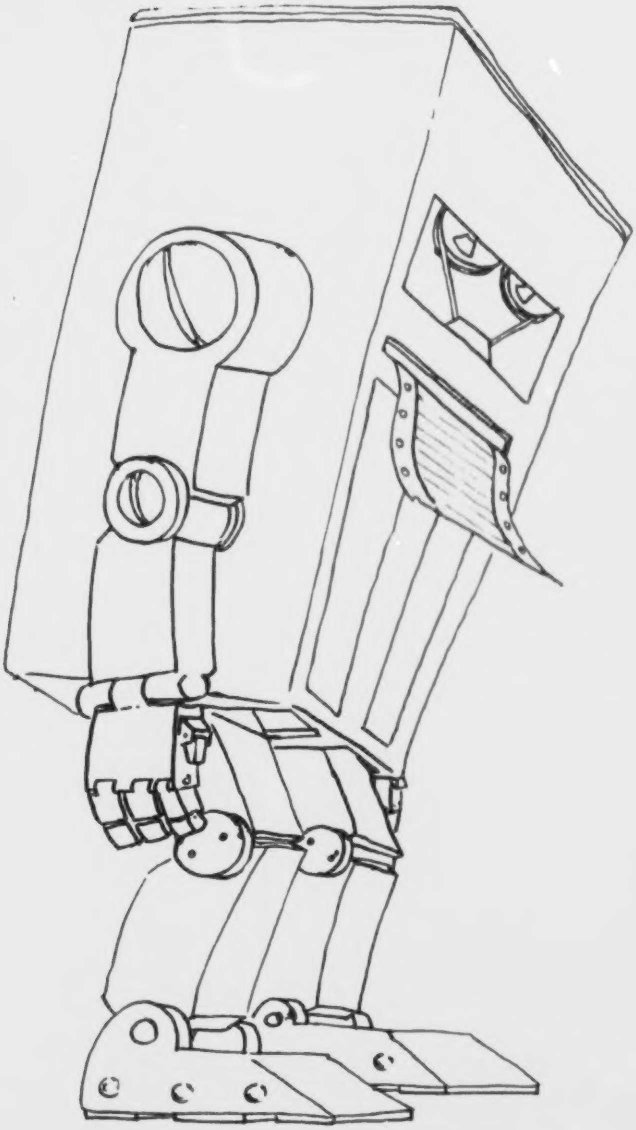
The computer that you are using is the microcomputer, which may also be called a personal or home computer. They are small and can even be placed in a briefcase and used on a plane. They can do only one job at a time and hold a much smaller amount of information. They cost between several hundred dollars and ten thousand. Microcomputers are used everywhere - schools, homes, offices and small businesses.

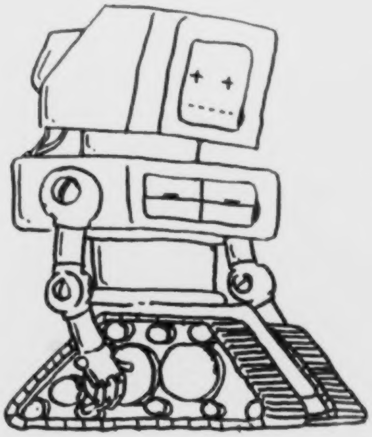
Name ______________________________ Date ______________

DO YOU KNOW THE THREE TYPES OF COMPUTERS?

Label these computers with the following words: MAINFRAME, MINICOMPUTER, MICROCOMPUTER.







Name ______________________________ Date ________________

Activity 2 - Type the following letter:

16 53 Bed Ford Street
Brooklyn, NY 11228
November 5, 19__
Pop Corn popppers Of Am.
Pittsburg, PA 17650

Deer sir,

I recent purchased two of your model 6 popcorn poppers from your cattalog. The frist time i use it ; the cover poped of and I have pop corn all over my clean kitshen. I tried to used it again, but the same thin happpend. Pleese send me other popper of a refund for $199.50. Let me no as soon as possible if I can accept a knew popper or a refund. Thank you for you corporation.

Sincerly; Mary Mc Dowell

****

Your assignment is to use the inserting and deleting skills you have learned to edit this file. Also, use the spacebar and BACKSPACE key to change the layout of the letter. The final softcopy should look like the following:

1653 Bedford Avenue
Brooklyn, New York 11229
November 15, 19__

Popcorn Poppers of America
1796 Pioneer Drive
Pittsburgh, Pennsylvania 17620

Dear Sir:

I recently purchased one of your Model #66 popcorn poppers from your latest catalog. The first time I used it, the cover popped off, and I had popcorn all over my kitchen. I tried to use it again, but the same thing happened.

Please send me another popcorn popper or a refund for $19.95. If you send the refund, I will return the broken popper. Let me know as soon as possible if I can expect a new popper or a refund. Thank you for your cooperation.

Sincerely,

Mary McDowell

Name ______________________________ Date ______________

Activity 3 - Type the following:

I cannot begin to tell you how extremely grateful and happy and thrilled I am for all the fine help and assistance you gave to me on the job and assignment you did in our local nearby neighborhood.

You were most kind to the elderly senior citizens that you helped. You were their for them in there time of need. At times, they can be challenging and cranky, but you handled every situation with perfection and in just the right way.

Help for Seniors is now a complete success thanks to the fine, wonderful work you and the other people on your great team did. If you ever need a recommendation or letter, do not hesitate to call me.

****

1. What is wrong with some of these sentences?

   ____

2. Edit the text so that it looks like the following:

1290 5th Avenue
New York, NY 11101
August 11, 1990

Mr. James Keating
1793 Spring Street
New York, NY 11101

Dear James:

I cannot begin to tell you how grateful I am for the assistance you gave me in helping our senior citizens in the community.

You were very kind and understanding when you dealt with the elderly. At times, they can be challenging, but you seemed to be able to handle every situation perfectly.

Help for Seniors is now a success thanks to the work you and the others on your team did. If you ever need a recommendation or advice, please do not hesitate to call me.

Sincerely yours,

Scott McKenzie
Director

Name ______________________________ Date ____________

TYPING AN ORIGINAL BUSINESS LETTER

Read the situation below and type a modified block style similar to the one you typed in Activity 2.

You purchased a size 10, brown leather jacket from Fine Leathers, Inc. for $129.50. The catalog number was 345. When it arrived, it was a size 14, black jacket. Since it is already mid-winter, you want a refund because you probably won't get to wear it this season. Their address is:

Fine Leathers, Inc.
789 Icicle Land
Minneapolis, Minnesota 57643

After you have finished, edit your letter using inserting and deleting techniques, as well as the BACKSPACE key and the spacebar.

****

Save the work you completed in this lesson on your disk.

****

REVIEW

A. How do you use the following keys for editing:

1. INSERT ______________________________
2. DELETE ______________________________
3. BACKSPACE ______________________________
4. SPACEBAR ______________________________

B. How is the computer screen like a newspaper editor?

____

____

Write a short paragraph explaining why the editing feature of a word processor makes it far superior to a typewriter.

____

____

____

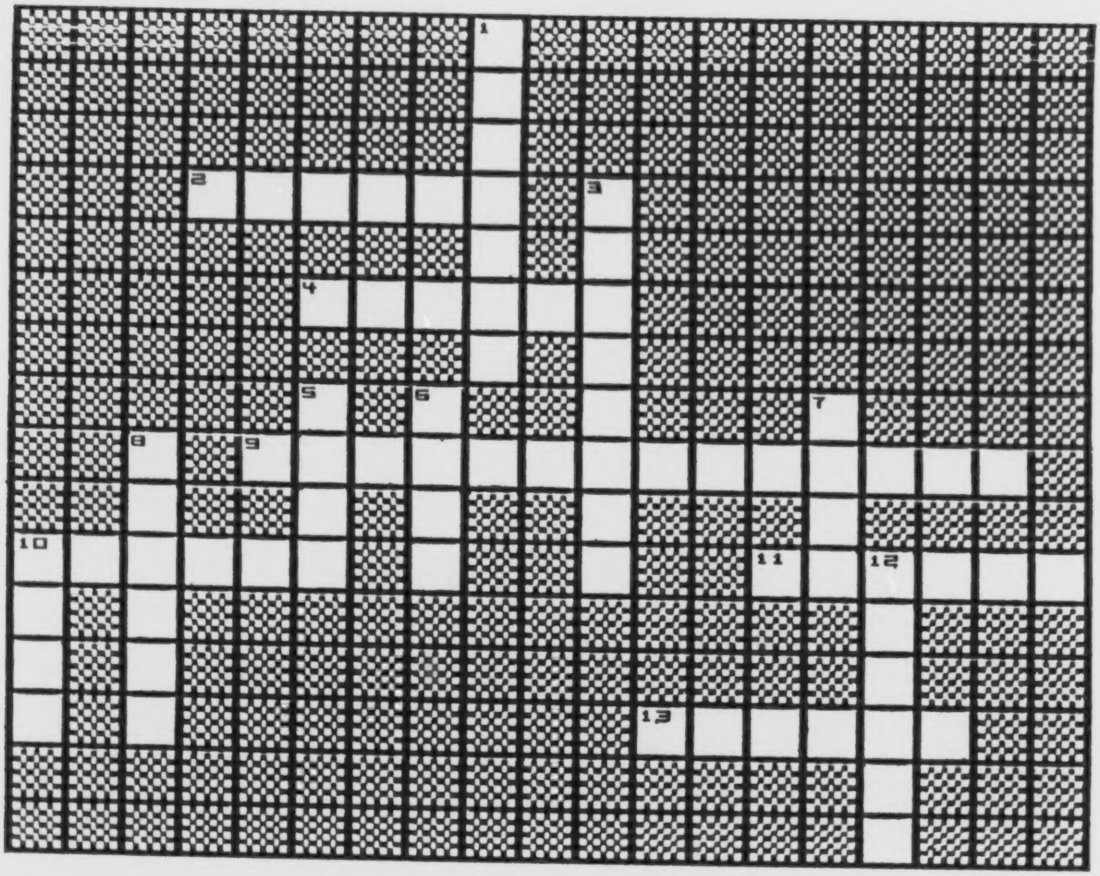
____

____

110

Name ______________________________ Date ____________________

A CROSSWORD CHALLENGE



ACROSS CLUES

2. to erase something that has been typed
4. to move the text vertically on the monitor so that different parts can be seen
9. the automatic placement of text on the next line if the last word is too long to fit
10. to prepare a blank disk for use on a specific type of computer
11. the screen that is used for typing and editing
13. to position a word or words in the middle of a line

DOWN CLUES

1. the 8 keys on the keyboard where the fingers should remain when not in use
3. the name of a data file
5. to start a computer
6. to make changes by inserting and deleting
7. to copy the instructions from a disk into the computer system
8. the blinking line or rectangle that shows the user where the next character will appear
10. a document created on the computer is stored in a __________
12. to add letters, sentences, numbers, spaces, lines, etc.

Topic 13: Writing Descriptive Poetry

Aim: How do we write descriptive poetry?

Performance Objectives: Students will be able to:

- identify descriptive words and phrases
- define imagery
- use a word bank to write poems
- edit and print poems

Materials:

- worksheets 13.1-13.10
- software: DOS, PC-Write, students' data disks
- approximately 6 thesauruses
- a bag of chocolate candy or chocolate bars broken into squares
- a real rose

Do Now:

List five words to describe your classroom.

Vocabulary: description, imagery

Motivation:

Today you are going to see how well your senses operate. Keep your eyes closed for these first activities. The first thing I want you to do is hold a pen in your hand. Feel every part of it. What words describe it? Cup your hands over your ears. What noises can you still hear? Remove your hands and listen intently with your eyes closed for two minutes. What do you hear? What do you smell? I am going to give you a treat in your hand. (Pass out the candy.) How does it taste? Open your eyes and look at this rose. How would you describe it? In today's assignment it is necessary to use all your senses to create poetry.

Development:

1. Write this poem on the board or rexo it. Have class listen for words that appeal to their senses.

MEETING AT NIGHT
The gray sea and the long black land;
And the yellow half-moon large and low;
And the startled little waves that leap
In fiery ringlets from their sleep,
As I gain the cove with pushing prow,
And quench its speed in the slushy sand.
Then a mile of warm sea-scented beach,
Three fields to cross till a farm appears;
A tap at the pane, the quick sharp scratch
And blue spurt of a lighted match,
And a voice less loud, through its joys and fears,
Then the two hearts beating each to each!
by Robert Browning

2. Discuss how the author appeals to the senses. Distribute Worksheet 13.1 Read the introductory paragraph and hold up a copy of the WORD BANK that you will distribute later in the lesson.

3. Ask the class what description is. Read and discuss the section WHAT IS DESCRIPTION? Ask one of the students to read the excerpt from the poem "A Visit from St. Nicholas." Have them underline sense words and phrases.

4. Tell the class that before they write poems, they will read some poetry written by students like themselves. Distribute Worksheet 13.2. Have the students load the word processing program and then read the poems. Have them discuss how each appeals to one or more of the five senses.

5. Distribute Worksheet 13.3. Discuss the meaning of an image. Tell them that they will be writing sense imagery. Distribute Worksheet 13.4 through 13.10 which is the WORD BANK. If possible, spend several classes going over the words. Have students look them up and use them orally or in sentences. Stress the importance of trying to use new words in all their future writing. Have the students type one poem for each activity.

6. When they finish, they should reread the poems and decide whether they really appealed to the five senses. They should edit the poems, save them, and print them.

7. Have the students select their favorite poem, read it to the class and draw a picture to go with it.

Application:

Divide the class into groups. Each group should choose a category that is not covered in the WORD BANK. They should use a thesaurus to make a list of words. The extra pages of the WORD BANK should be typed by each group, assembled and attached to the original one.

Summary:

1. What does description mean?
2. What is imagery?
3. How did the WORD BANK help you write poetry?
4. How did you edit your poems?

Homework:

Find a picture in a magazine. Write a sight image poem using your WORD BANK and thesaurus. Paste the picture on a piece of construction paper. Write your poem in your best handwriting next to the picture.

Enrichment:

Find a book of poems in the library or at home. Find a poem that appeals to one or more senses. Copy the poem. In a short paragraph explain which senses it appeals to and why you like it.

TOPIC 13

Name ________________________________ Date ________________

USING A WORD BANK TO WRITE DESCRIPTIVE POETRY

What do most people keep in a bank? __________________ You will be introduced to a new type of bank. It is called a word bank. Can you guess what it is contains? __________________. You're right! A word bank is filled with words. The word bank you will receive in this lesson will help you write descriptions, poems and stories. Hopefully, you will create books of your class' creative writing.

WHAT IS DESCRIPTION?

Before you begin using the word bank, it is important to know what description is. Complete this definition:

1. Description is ____

____

2. Which of these two sentences is a more interesting description? __________

The stars were shining.
Shimmering stars danced across the black velvet night.

3. Which word makes the second sentence seem alive? ____________________

4. What are the most descriptive words in the second sentence? __________

____

5. The following poem is from a description of Santa Claus (also called St. Nicholas) that was written over 150 years ago. It was the first description of him ever written. To this day, he is pictured this way. Underline the words and phrases that are descriptive.

He was dressed all in fur, from his head to his foot,
And his clothes were all covered with ashes and soot;
A bundle of toys he had flung on this back,
And he looked like a peddler just opening his pack.
His eyes--how they twinkled! His dimples how merry!
His cheeks were like roses, his nose like a cherry!
His droll little mouth was drawn up like a bow,
And the beard on his chin was as white as the snow;
The stump of a pipe he held tight in this teeth,
And the smoke it encircled his head like a wreath;
He had a broad face and a little round belly
That shook, when he laughed, like a bowlful of jelly.
He was chubby and plump, a right jolly old elf.
And I laughed when I saw him, in spite of myself.

from A Visit from St. Nicholas
by Clement Clarke Moore

Name ______________________ Date ______________ FILE = IMAGE

SENSE POETRY

Writing poetry can be enjoyable if you can think of good words. Since every word counts in a poem, it is important to choose just the right ones. You will write your first poems using PART I (COLORFUL WORDS) AND PART II (SENSE WORDS) of the word bank that is included in this topic. Do the following:

1. Load your program.
2. Try to create at least one poem for each activity listed on Worksheet 13.3. They do not have to rhyme. They should all appeal to one or more of the senses and be descriptive.
3. Print your final poems.
4. Draw a picture to go with at least one of them.
5. Read your favorite to the class.
6. Save your work.
7. These are some examples:

Flashing psychedelic red light,
Blaring, screaming siren,
Crinkled cars, mangled mess,
Shattered splintered glass,
Sinking hearts in cars,
Now silent as they stare.

Snow white rice
Pungent, tangy shrimp
Crunchy, hot eggrolls
Crispy, lemony chicken
Sweet spicy sauces
Sugary fortune cookies
Frosty pistachio ice cream
A tasty Chinese feast.

The caterpillar
A fuzzy, wuzzy worm
Slowly inching away
Searching for a home
Spinning its cocoon
Then the metamorphosis!
Multi-colored butterfly
Flapping its wings
Of coral and sapphire.

Green is
Tangy juicy limes
Tart granny apples
A sparkling emerald ring
Lush, soft summer grass
A wiry praying mantis.

Toothless toddler
Freckle-faced delight
Powder blue eyes
Flaxen curly locks
Fragile dainty child
Brilliant burgundy dress
Ebony shiny shoes
A grandmother's joy.

Autumn leaves of
Brittle bronze
Fire-engine red
Crinkled chestnut
Glistening gold.
Blazing fall shades
Decorate the earth's
Quickly cooling floor.
Winter peeking around
The corner.

Name ______________________________ Date ______________

CREATING POETIC IMAGES

An image is a description that uses sense words to create a mental picture of the thing being described. After you write the poems in this activity, reread them to make sure you can see, hear, feel, taste and smell what you are describing.

Activity 1 - Creating a sight image

Describe something in detail. It can be a person, car, book, park, ocean, winter day, athletic event, circus, sunrise, flower, etc. Try to look at or imagine the object as you describe it.

Activity 2 - Creating a sound image

Close your eyes and imagine that you are listening intensely. Describe what you hear. It can be a song, a kitchen, a fire engine, an airplane take-off, a sale in a store, dogs fighting, a storm, the ocean, etc.

Activity 3 - Creating a touch image

For this activity, try to actually touch the object you are describing. It can be an animal, sand, ice, a hot stove, a piece of clothing such as a silk dress or fur coat. It can be an object that is wooden, wet, sharp, etc.

Activity 4 - Creating a smell image

Describe a smell you either like or dislike. It can be a bakery, a restaurant, a pizza place, a forest, a garden, a moldy basement, a fish store, a gas station, a food item, a new car, etc.

Activity 5 - Creating a taste image

Think of a taste you love. It can be an entire meal, or it can be one food or drink such as a barbecued steak, french fries, chocolate, cheeseburger, corn chips, coca cola, a vegetable, hot dog, ice cream, apple pie, etc.

Activity 6 - Creating an image of a place

Select a place you know well. Describe details in the room emphasizing colors and try to appeal to at least two or three senses. The room can be a room in your house, your classroom, a school office, a gym, a store, etc.

Activity 7 - Creating a color image

Type the name of a color. Then, list the things that the color makes you think of.

****

Print your poems and save the file.

13.4

Name ______________________________ Date ________________

WORD BANK - PART 1
COLORFUL WORDS

RED/PINK/PURPLE
crimson
fire-engine red
ruby
scarlet
burgundy
hot pink
maroon
brick
violet
lavender
lilac
cherry
beet-red
fuchsia
coral

ORANGE
apricot
peach
salmon
tangerine
carrot

YELLOW
canary
gold
lemon
citrus
blond
flaxen
straw

BLUE
sky blue
navy
midnight
baby blue
turquoise
aqua
dusty blue
powder blue
azure
royal blue
sapphire
slate
periwinkle
robin's egg

GREEN
lime
granny apple
forest
olive
emerald
mint
aquamarine
jade
shamrock
moss

GRAY

ash
leaden
platinum

BROWN
amber
chocolate
cocoa
coffee
tawny
beige
tan
khaki
auburn
bronze
cinnamon
rust
russet
chestnut
burnt almond

WHITE
ivory
off-white
snow white
alabaster
silvery
frosty
milk-white
pearly

BLACK
ebony
jet-black
raven
sable
coal

****

COLOR DESCRIPTION WORDS

colorless
washed out
faded
pale
drab
sallow
ashen

intense
blazing
iridescent
psychedelic
sparkling
glistening
glowing

shimmering
glimmering
glittering
multi-colored
brilliant
bright
gleaming

Name ______________________________ Date ____________________

WORD BANK - PART 2
SENSE WORDS

SIGHT

tattered
glamorous
freckled
dotted
toothless
fragile
messy
swollen
lumpy
chubby
exotic
thin
sparkling
glossy
gleaming
dazzling
wiry
cluttered
portly
crinkled
massive
leathery
lanky
dainty
bedraggled
graceful
clumsy
gallant

SMELL

smoky
fresh
scented
burnt
fruity
tangy
fishy
fragrant
moldy
gaseous
spoiled
reek
stench
piney
stagnant
earthy
musty
essence
medicinal
woodsy
spicy
aromatic
savory
blossomy

SOUND

thunderous
crispy
hissing
crackling
shriek
stammer
piercing
whisper
murmur
hiss
mutter
bellow
chatter
earsplitting
roaring
thump
pattered
drawl
snort
blare
sizzle
snap
swish
whimper
crash
jangle
giggle
pop

TOUCH

fuzzy
smooth
mushy
sticky
jagged
hairy
soft
fleecy
tough
feathery
slippery
greasy
gritty
sharp
cool
silky
icy
gummy
velvety
waxy
prickly
brittle
satiny
sleek
craggy
rugged
splintery
clammy

TASTE

bitter
sweet
tart
pungent
acrid
sugary
bland
peppery
gooey
salty
spicy
appetizing
nutty
buttery
lemony
burnt
hot
vinegary
rotten
sour
putrid
tangy
zesty
garlicky

13.6

Name ______________________________ Date ______________

WORD BANK - PART 3
FEELING WORDS

HAPPY/POSITIVE WORDS

contented
exalted
cheery
rejoice
ecstatic
cheerful
thrilling
glee
ravished
paradise
trusty
gracious
elated
jubilant
overjoyed
utopia
camaraderie
good-natured
comrade
blissful
enchanted
delightful
enjoyable
humane
united
team work
big-hearted
fortunate
gratified
light-hearted
joyous
happy-go-lucky
exultation
walk on air
hospitable
sweet sounding

SAD/NEGATIVE WORDS

distress
grief
heavy hearted
broken heart
heartbreak
misery
desolate
dejected
regret
vacant
resentful
depressing
sadden
deplore
mourn
somber
melancholy
forlorn
enraged
hostile
clash
massacre
shambles
destruction
furious
lethal
cold-blooded
pitiful
sorrow laden
spiritless
stone hearted
downcast
iron hearted

FEARLESS WORDS

brave
courageous
confident
independent
daring
gallant
strong
heroic
firm
bold
powerful
robust

INTERESTED WORDS

concerned
intrigued
excited
fascinated
absorbed
inquisitive
engrossed
curious
plotting

EAGER WORDS

anxious
desirous
keen
earnest
intent
zealous
ardent
fervent
enthusiastic

13.7

Name ______________________________ Date ____________________

WORD BANK - PART 4
DESCRIPTIVE WORDS

QUIET WORDS

noiseless
hushed
peaceful
restful
orderly
calm
serene
serenity
relaxation
murmur
peace of mind
moderate
low-pitched
secrecy

modest
silence
placid
private
isolated
meek
tranquil
soundless
stagnant
remote
ease
truce
pacify
stillness

motionless
secluded
soothe
balmy
relaxed
peace
repose
harmony
unruffled
orderly
at peace
levelheaded
withdrawn
mute

NOISY WORDS

pandemonium
loudness
volume
din
bedlam
tumult
bang
explosion
cry
rumpus
power
collision
shrill

shriek
squawk
zoom
smash
rowdy
bellow
roar
racket
clash
scream
clap
confusion
rebellion

swell
uprise
deafening
crash
brawl
uproar
riot
thunder
screech
squall
rise
blow
dynamite

FRIGHT WORDS

alarm
terror
hideous
chill
cool
dread
repulsive
shiver
terrorize
startle
freak
monstrous

terrify
panic
intimidate
shocking
frigid
trepidation
surly
tremble
claw
haunting
battle
overcome

terrible
horrible
gruesome
grisly
dangerous
appalling
quarrelsome
mysterious
shriek
tempestuous
struggle
beast

Name ______________________________ Date ________________

WORD BANK - PART 5
NATURE WORDS

OCEAN WORDS

pebbly
deep
rushing
drifting
gale
ebbing tide
radiance
voyage
mist
tide
stormy
solitude
restless
hurricane
surf
rolling
sea bird
sea breeze
vessel
rough
seaweed
dawn of day
coves
serene
mast
tossing
float

SEASON/WEATHER WORDS

thunderstorm
shadows
bleak
frosty
balmy
summery
spring time
wintery
autumn
showers
frozen
snowflakes
drifting
fiery
Indian summer
springlike
midwinter
harvesttime
foggy
gales
twilight
dark
burning
midsummer
vernal
hibernation
fall

PLANT/TREE/FLOWER WORDS

timber
blossom
birch
moss
needle
full bloom
woodland
branch
foliage
sprout
sapling
timberland
flowery
seedling
undergrowth
floral
orchard
cone
shrub
underbrush
limb
flora
bouquet
petal

COUNTRY WORDS

rural
quaint
prairie
hillside
nest
crows
butterflies
cornfields
chirping
woodpecker
agrarian
grove
valley
plowed fields
rustle
blackbirds
sparrows
whispering
insects
squirrel
village
brook
scarecrow
wheat fields
vines
gophers
woods
flock
meadow
puddle

Name ______________________________ Date ______________

WORD BANK PART 6
MORE NATURE WORDS

sunlight
reflecting
dawn
echoes
melodic
jeweled
swirls
tangled
rainbow
milkweed
sunrise
seagulls
silhouettes
verdant
rolling
towering
barren
magical
jagged
horizon
caterpillar
mountainside
magnificent
rustling
pumpkin
willows
owl
reflection
twinkling
swamp
palisades
eternity
deer
elk
moose
rabbit
mare
horse
colt
cricket
spider
snake
lizard
bear
picturesque

whistling
poppies
strawberries
glowing
embers
firelight
spun
waterfall
nectar
enchanting
bubbling
glittering
silent
churning
vast
sinister
grayish
murky
wondrous
paradise
majestic
plateau
Mother Nature
tangled
crystal
lilacs
gushing
rippling
universe
creek
canyon
spectacle
grasshopper
beetle
ant
bee
honeycomb
creature
chestnut
thicket
slushy
harvest
campfire
winding
seedling

mountains
lingering
plums
breeze
sunflowers
firefly
twilight
satin
honey
herbs
brook
shimmering
silvery
meandering
splendid
cluttered
arid
exotic
mossy
cocoon
marsh
swaying
crackling
twisted
thundering
howling
peak
heavenly
moonbeam
riverbed
waterfall
slither
snow-capped
rustic
grand
noble
immense
dismal
bleak
weather-beaten
blueberries
raspberries
cherries
apple tree
wild

13.10

Name ______________________________ Date ______________

WORD BANK - PART 7
CHARACTER DESCRIPTION WORDS

PHYSICAL DESCRIPTION WORDS

delicate
senile
unkempt
muscular
willowy
obese
handsome
beautiful
frightening
lovely
clumsy
gallant
ruddy
tan
pale
hump backed
plump
mustache

sly
youthful
meticulous
weak
slim
enormous
freakish
cute
flirtatious
stunning
awkward
glamorous
lean
square-jawed
exotic
ugly
petite
beard

shy
wrinkled
slovenly
bedraggled
sleek
huge
gorgeous
tattered
lanky
graceful
confident
towering
scarred
anorexic
dimple
chubby
heavyset
limp

PERSONALITY DESCRIPTION WORDS

dynamic
frolicsome
affectionate
eccentric
sensitive
humble
joyful
oppressive
somber
wild
studious
thoughtful
cynical
skillful
skeptical
curious
jolly
frank
narrow-minded
cautious
mysterious
bold
wise
versatile

optimistic
compassionate
loving
innocent
patient
determined
charming
brilliant
enchanting
faithful
sad
intense
merry
strong-willed
sluggish
rude
shifty
meek
depressing
deranged
jovial
envious
dense
flirtatious

pessimistic
unscrupulous
serene
enthusiastic
lonely
mischievous
vulgar
devout
gentle
demure
clever
cranky
dashing
scholarly
venerable
tender
eager
naughty
sullen
jealous
shrewd
peculiar
spiritual

Topic 14: Using Comparison in Poetry

Aim: How do we use comparison in poetry writing?

Performance Objectives: Students will be able to:

- define simile and metaphor
- identify examples of similes and metaphors
- write poems that include similes and metaphors
- edit and print poems

Materials:

- worksheets 14.1-14.3
- software: DOS, PC-Write, students' data disks

Do Now:

Define sense imagery.

Vocabulary: simile, metaphor

Motivation:

Write the two poems on the board or rexo them.

Velvet Shoes

Let us walk in the white snow
In soundless space;
With footsteps quiet and slow,
At a tranquil pace,
Under veils of white lace.

I shall go shod in silk,
And you in wool,
White as a white cow's milk,
More beautiful
Than the breast of a gull.

We shall walk through the still town
In a windless peace;
We shall step upon white down,
Upon silver fleece,
Upon softer than these.

We shall walk in velvet shoes;
Wherever we go
Silence will fall like dews
On white silence below
We shall walk in the snow.
by Eleanor Wylie

Metaphor

Morning is
A new sheet of paper
For you to write on.

Whatever you want
All day
Until night
Folds it up
And files it away.

The bright words
And the dark words
Are gone
Until dawn
And a new day
To write on.
by Eve Merriam

Ask the class what the snow is being compared to in "Velvet Shoes." Which words emphasize the peacefulness, beauty and purity of the snow? Have them point out the word "like" and "as" in several of the comparisons. In the poem "Metaphor," what is morning being compared to? Tell them to notice that the words "like" and "as" are not used. Tell the class that they will learn how to write these two types of comparisons in today's lesson.

Development:

1. Ask the class what the word "comparison" means. Distribute Worksheet 14.1. Read and discuss the definition. Discuss how using comparisons in writing makes it better.

2. Tell the class to refer to the section SIMILES AND METAPHORS. Read and discuss the definitions and examples. Have them go back to the poems they read earlier in the lesson and find the similes and metaphors.

3. Have the class complete #4 and #5 on Worksheet 14.1. Have them share their original similes and metaphors.

4. Tell the class that they will use similes and metaphors when they write poems about places, objects and people. Distribute Worksheets 14.2 and 14.3. Tell them to load their programs. The new file name is COMPARE.

5. Tell them to refer to the section POETRY ABOUT PLACES. Go over the questions that were answered to form the poems. Read the four examples. Have the students find the similes and metaphors and discuss what is being compared.

6. After they have typed three poems containing similes or metaphors using their WORD BANKS, have them edit, save and print the poems. They will read their favorite poem to the class.

7. Tell the class to read the section POETRY ABOUT OBJECTS. Discuss the questions and read the examples. Have the students identify the similes and metaphors and discuss what is being compared.

8. Have them write two poems using their WORD BANKS. They should include a simile or metaphor in each. They will then edit, save and print. They will share their favorite with the class.

Application:

Tell the class to read POETRY ABOUT PEOPLE on Worksheet 14.3. Discuss the similes and metaphors in the two poems. The students will type two poems that contain these two types of comparison using their WORD BANKS.

They will edit, save and print their poems.

Summary:

1. What is a simile?
2. What is a metaphor?
3. How do similes and metaphors help create better poems?

Homework:

Write down your favorite place poem, object poem and people poem. Draw an original picture or find a picture to go with each one.

Enrichment:

Use a poetry book from the library or your home to find a poem that contains a simile or metaphor. Write several sentences explaining the poem and identifying what is being compared.

14.1

TOPIC 14

Name ______________________________ Date ______________ FILE = COMPARE

WHAT IS COMPARISON?

Comparison is to examine something for likenesses and differences. In this lesson, you will use comparisons in poetry called similes and metaphors.

SIMILES AND METAPHORS

1. A simile is a comparison of two different things using the word like or as. These are examples:

   The murderer had a heart like a stone.
   Her cheeks were red as roses.
   The river looked like a snake as it coiled around the valley.

2. A metaphor is a comparison of two different things without using like or as. These are examples:

   He was a stony-hearted murderer.
   Her rose-colored cheeks were appealing.
   The river was a coiled snake lying in the valley.

3. Decide whether the following lines contain similes or metaphors.

   Giant oaks reached upward to the heavens like St. Patrick's Cathedral.
   The ragged old couch looked lonely.
   The sea was making a sound like a silk dress.
   His personality was as sour as an apple.
   The old car stuttered against the freezing wintry wind.

4. Try to complete these similes:

   The day was as hot as ____________________

   The tired old man moved as slowly as ____________________

   The waves tossed the boat on the water like ________________

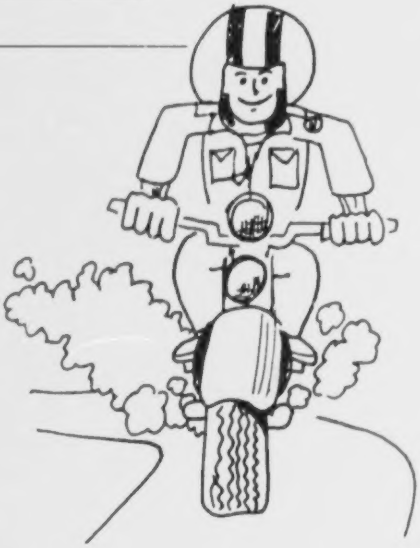
   He rode as fast as ____________________

5. Try to complete these metaphors:

   Old age is ____________________

   The sun is ____________________

   The night is ____________________



14.2

Name ______________________________ Date ______________

POETRY ABOUT PLACES

Activity 1 - You will create a poetic impression of a place. In each poem you write, try to use a simile or metaphor. Use the WORD BANK especially the sense, feeling and nature words. You can follow this format and simply answer the questions as you write, or you can write a poem in your original style:

1. What is your favorite place?
2. What is a day like there?
3. What do you see?
4. What do you hear?
5. How would you compare it to something?
6. What do you like to do there?
7. How do you feel when you are there?

Read these examples:

Beautiful Barbados
Heat drenched day
Sun rising silhouettes
Shimmering, crashing waves
Like an exquisite gem
I windsurf till dusk
Feeling energetic, yet serene.

Buzzing Manhattan sidewalks
Sharp knifelike chill
People bundled in down
Blaring, shrieking horns
Like lost seabirds
I shuffle and weave
Feeling overwhelmed.

Huge Shea Stadium
Breezy summer twilight
The Mets warming up
The crowd's tumultuous roar
Is a circus-like sound
Eating hot dogs and fries
Feeling enthusiastic.

A gigantic green meadow
Spring has arrived
Sunflowers and bees
Baby birds chirping
Like hungry children
I roll in the lush grass
Feeling at peace.

****

WRITING YOUR POETRY

Do the following to complete this assignment:

1. Load your word processing program.
2. The file name is COMPARE.
3. Type at least three poems. Each one should contain a simile or metaphor or both.
4. Use the WORD BANK as you are typing.
5. Edit the poems inserting better words and deleting others.
6. Print your poems.
7. Choose your favorite poem and read it to the class.
8. Select a poem and draw a picture to go with it.

Name ______________________________ Date ______________

POETRY ABOUT OBJECTS

Activity 2 - In this assignment you will use a simile or a metaphor in your poems about objects. You can write the poetry in your original style or follow this plan:

What is your favorite object?
What does it look like?
What does it do?
What can you compare it to?
How does it make you feel?

1. Type at least two poems about objects using your WORD BANK. When you finish, edit your poems.
2. Save and print them.
3. Draw a picture to go with your favorite.
4. Read these examples:

My motorcycle
Glittering, silvery metal
Racing down the highway
Like a wind storm
Makes me feel powerful.

My stereo
Fully equipped rack system
Lights up like a Christmas tree
The needle dancing and spinning
Makes me feel alive.

****

POETRY ABOUT PEOPLE

Activity 3 - In this final assignment, you will write character description poems. You may use this format or one of your own:

1. Who is your favorite person?
2. What does he/she look like?
3. What is his/her personality like?
4. What can you compare him/her to?
5. How does he/she make you feel?
6. What does he/she do?
7. How do you feel with this person?

Type at least two poems about people. Use your WORD BANK. Edit and print your poems. Save your work. These are two examples:

My friend Pamela
A graceful, athletic body
My good-natured trusty pal
Like the constant summer sun
A cheery companion
Listens to my problems
Helps me in a jam
She makes me feel delighted.

My little brother Jason
A cute, blond boy
Energetic and adventurous
As the rushing waves
My affectionate buddy
Holding my hand in traffic
Playing until he collapses
He makes me feel lucky.

Topic 15: Writing Form Poetry

Aim: How do we write form poetry?

Performance Objectives: Students will be able to:

- write and edit a name poem
- write and edit a diamond poem
- write and edit a clerihew
- write and edit a limerick
- write and edit a parts-of-speech poem
- write and edit a lantern poem
- write and edit a haiku

Materials:

- worksheets 15.1-15.4
- software: DOS, PC-Write, students' data disks

Do Now:

Write a sentence explaining the difference between a simile and a metaphor.

Vocabulary: clerihew, limerick, haiku

Motivation:

Most of the poems you have written have been in free verse. You did not have to pay attention to rhyming or the way the poem looked. You simply expressed your feelings with the right words. In today's lesson, you will write poems that are written in specific forms. You will enjoy this lesson because you will have an opportunity to treat some of the topics with a sense of humor.

Development:

1. NOTE: This lesson will probably take several days to complete. Tell the class that the first poem they write will use their names. Distribute Worksheet 15.1. Have the class load the program. The new file is named FORM. Distribute the WORD BANKS.

2. Have the class read the example of the name poem about Jason. They will write a similar poem using their names.

3. Distribute Worksheet 15.2. Read and discuss the directions for writing a diamond poem. Read the example. Have the students type a diamond poem, centering each line. After it is printed, they should draw the diamond shape or paste it on diamond-shaped paper.

4. The clerihew is the next type of poem. Read the instructions and example on Worksheet 15.2. Have the students type an original clerihew.

5. Tell the class that the next poem they write should be humorous. It is called a limerick. Distribute Worksheet 15.3 and read the instructions and example. They should then type a limerick.

6. Have the class refer to the parts-of-speech poem. Review the parts of speech and discuss the structure and example. Have the class type a parts-of-speech poem.

7. Distribute Worksheet 15.4. Read the definition and instructions for writing a lantern poem. Read the examples and type one on the computer.

8. The last poem in this lesson is called a haiku. Read the definition and instructions. Have the students read the examples and then write a haiku.

9. Move your cursor back to the first poem. Use your WORD BANK to edit the poems. Try to make each one special. Save and print the poetry. Make drawings or frames for the poems. Make sure to design a lantern for the lantern poem.

Application:

Each student should decide on the five best poems he/she has saved. Divide the class into groups. Have the students read and edit the poems. They should categorize them. They should decide on how they want to present them in a poetry booklet. It is a good idea for them to also include original artwork, as well as a cover.

Summary:

1. What is a name poem?
2. What is a diamond poem?
3. What is a clerihew?
4. What is a limerick?
5. What is a parts-of-speech poem?
6. What is a lantern poem?
7. What is a haiku?

Homework:

Read your favorite poems to your family. Write a short paragraph describing the experience.

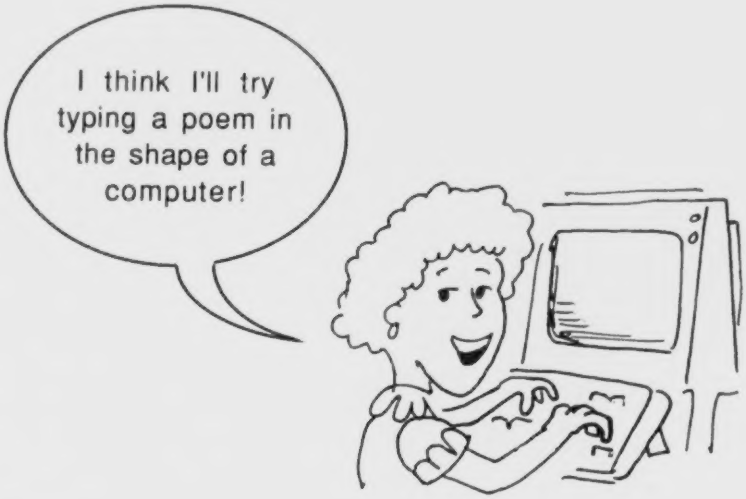
Enrichment:

Write a long poem that tells a story.

TOPIC 15

Name ______________________________ Date ______________ FILE = FORM

FORM POETRY


I think I'll try typing a poem in the shape of a computer!

In this lesson you will write poems that are shaped in a specific form. Do the following:

1. Read and discuss the information on the various poems.
2. Load the program. The filename is FORM.
3. Type one of each type of poem using your WORD BANK.
4. Edit, save and print your work.
5. Make a bulletin board display.
6. Select your favorite poems from this and the two previous lessons. Make a class poetry book. Include original art work.

I. A NAME POEM

A name poem is one in which each letter of a person's name (first or first and last) is used as the first letter of one line of a poem. You do not have to rhyme this type of poem unless you want to. This is an EXAMPLE:

Jason is a super boy
Always playing to enjoy
So fast on the baseball field
Or running to eat his meals
No quiet moments does this lad have

Name ______________________________ Date ____________________

III. A DIAMOND POEM

Writing poetry is quite different from writing paragraphs. Every single word counts so choose each one carefully. A diamond poem describes actions and changes in the poem's subject. What's fun is to shape this poem like a diamond. If you follow this formula you will be surprised at the result:

Line 1 - the subject of the poem (one word)
Line 2 - two adjectives describing the subject
Line 3 - Three participles (-ing verbs) describing actions of your subject
Line 4 - Four nouns that remind you of subject
Line 5 - Three participles showing the changes occurring in the subject
Line 6 - Two adjectives describing the changed subject
Line 7 - A word that is the opposite of the word in line 1

Example....

Winter
crisp, chilly
blowing, snowing, freezing
snowmen, fireplaces, ice skates, snowflakes
melting, warming, growing
golden, steaming
Summer

Display the completed diamond poems on a bulletin board or cut a large diamond from oaktag and paste all the poems on it. If you cut each poem into the shape of a diamond, the project will be a classroom eye-catcher for your visitors.

III. A CLERIHEW

This is a four line poem named after Edmund Clerihew (1875-1956) who originated it. The poem is usually humorous. This is the structure:

line 1 - ends with a person's name
line 2 - rhymes with line one
line 3 and 4 - rhyme with each other

Example ...

In the park sits little Johnny Dee
In the 2nd grade, but looks like three
He wishes he would grow tall some day
His 5 foot father says, "No way."

15.3

Name ______________________________ Date ______________

IV. A LIMERICK

A limerick is a five line poem that follows a definite rhyme and rhythm pattern. Just as music is written in measures, poetry is written in feet. Each foot contains one stressed syllable and several unstressed syllables.

STRUCTURE OF POEM

Lines 1, 2, and 5 each have three feet and rhyme with one another.

Lines 3 and 4 each have only two feet and rhyme with each other. These lines are indented.

AN EXAMPLE...

three feet	There was once a young lady from Dallas
three feet	Whose parents had named her Alice
two feet	She only wanted one thing
two feet	That was to marry a king
three feet	And go live with him in his palace

****

V. A PARTS OF SPEECH POEM

These poems are easy to write and a good way to review some of the parts of speech. This is a quick review of them:

PARTS OF SPEECH TO USE

article - a, an, the
adjective - a word that describes a noun or a pronoun
conjunction - a word that joins words together (e.g., and, but, or, etc.)
adverb - a word that describes a verb, adjective, or adverb
a verb - a word that shows action or a state of being

STRUCTURE OF POEM

line 1 - one article + one noun
line 2 - one adjective + one conjunction + one adjective
line 3 - one verb + one conjunction + one verb
line 4 - one adverb
line 5 - one noun (relating to the noun in line one)

This is an example:

The fire,
  yellow and hot
Flares and crackles
  brightly.
Flame

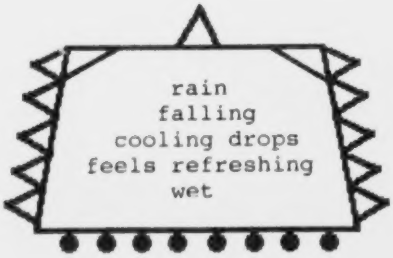
Name ______________________________ Date ______________

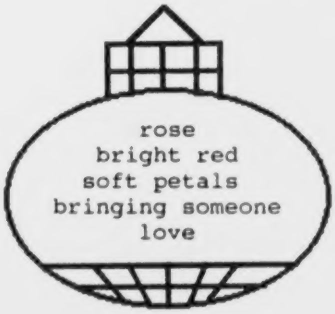
VII. A LANTERN POEM

A lantern poem is a Japanese poem that is written in the shape of a Japanese lantern. They are written with this structure:

line 1 - one syllable
line 2 - two syllables
line 3 - three syllables
line 4 - four syllables
line 5 - one syllable

Draw a picture of a lantern, and place it over your printed poem. These are a few examples:





VII. A HAIKU

A HAIKU is an unrhymed Japanese poem of three lines containing five, seven and five syllables respectively. It is usually light and delicate in feeling and is concerned with something lovely in nature, especially the season of the year. Sometimes, there is direct contrast within the verse.

line 1 five syllables
line 2 seven syllables
line 3 five syllables

loud, crashing thunder
and then the rain pouring down
the rainbow appears

red eagle flies low
crossing the rainbow of life
hoping for daybreak

stars fly through the sky
sparkling in the black moonbeams
midnight comes softly

pink and red roses
proclaiming springtime is here
showing off petals

Topic 16: Moving a Block

Aim: How do we move a block?

Performance Objectives: Students will be able to:

- define a block
- demonstrate and explain moving a block
- demonstrate and explain reformatting lines

Materials:

- worksheets 16.1-16.4
- software: DOS, PC-Write, students' data disks

Do Now:

List three jobs the PC-Write program can do.

Vocabulary: block, highlighting, marking

Motivation:

When you write stories or reports requested by your teachers, are you ever completely satisfied when you read them over? Are there times when you realize that a sentence or paragraph would be better in a different location? What do you have to do if you want to change the order? (Elicit - write over or cross out.) In today's lesson you will see how easy it is to change your mind.

Development:

1. Have a member of the class read the paragraph on the Worksheet 16.1. Discuss the definition of a block and write it on the board (a word or group of words that is treated as a single unit.) Tell the class that they can move, copy or delete blocks. In today's lesson they will learn to move blocks.

2. Have the students load the program. The filename is MOVE.

3. Explain to the class that before they learn to use blocks, they should type the two paragraphs on Worksheet 16.2. They should edit and proofread. Make sure they save their work.

4. Guide the class through the activity MOVING A BLOCK. Stress the importance of following the correct sequence of function keys and looking for the highlighting as the block is marked. Define highlighting as marking or outlining the block to be used. Go through the procedure over and over again until everyone feels confident.

5. Have the students complete worksheet 16.3 for additional practice.

Application:

Tell the class that they will now be completing a challenge assignment. Before they begin, ask them how to make lemonade. Explain that it is important that they know the correct sequence for this lesson. Distribute Worksheet 16.4. Have the class type the first half of the worksheet. Tell them that if they really feel like having a challenge they will try to place the sentences in the correct order without looking at the second part of the worksheet. When they finish rearranging the sentences, they should carefully check with the second version.

Summary:

1. What is a block?
2. How do you move a block?
3. How do you reformat lines?

Homework:

Write a story about a computer that can talk back. Arrange the story in a list so that the order can easily be scrambled when typed on the screen. When you have extra time in one of your lab sessions, type the sentences in a mixed up order. Then, practice the block commands.

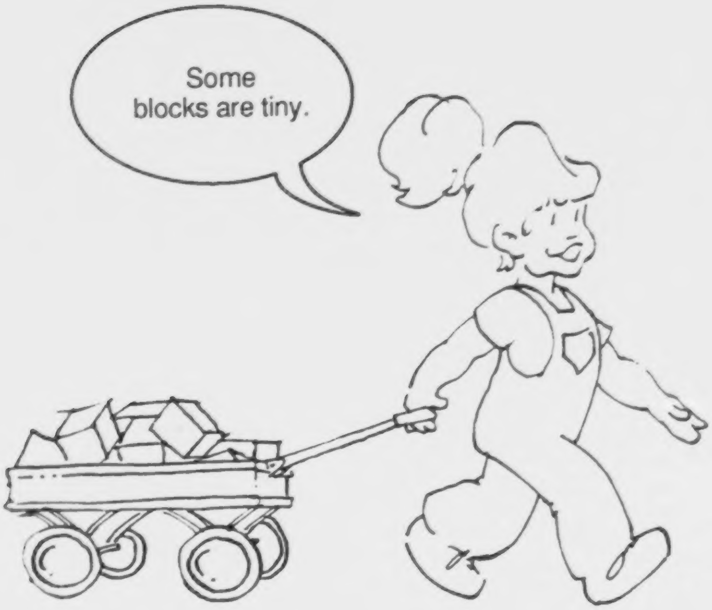
Enrichment:

Interview a person who owns a business and uses a computer. Make up questions before you go. Write a report for the class on how she/he uses the computer.

TOPIC 16

Name ______________________________ Date ______________ FILE = MOVE

WHAT IS A BLOCK?


Some blocks are tiny.

One of the best things about using a word processor is that you can move sentences and paragraphs to different places on the screen. You can also make one or more copies of various parts of a file and erase small or large sections in a matter of seconds. This saves time and energy. The word or group of words that can be moved, copied, or deleted is called a block. In this lesson you will practice moving blocks.

What is a block? ____

____

1. Load the program. The filename is MOVE.
2. Type the two paragraphs that follow:

Name ______________________________ Date ________________

One of the best parts of going on a trip is planning where to go. Reading travel magazines and travel brochures from your local travel agent are two good sources. After making a decision, it is important to make reservations. Most people love to shop for a few new outfits for their vacation. Trying to squeeze twenty changes of clothing into one piece of luggage for a ten-day trip can be a real challenge. Make sure to get plenty of sleep the night before because a day of traveling can be totally exhausting.

On the day of departure, there are several reasons for allowing plenty of time to get to the airport. The car might break down, or there could be heavy traffic. Also, there might be long check-in lines in the terminal. Once the plane takes off, your vacation has begun. After you've landed and checked into the hotel, you can really start relaxing. Remember, you're on vacation. You've earned it, so enjoy yourself.

****

3. Proofread the two paragraphs and edit the text. Save the file.

MOVING A BLOCK

Each time you write using a word processor, it is important that you read your work when you finish. Sometimes you will realize that a certain sentence or paragraph would make more sense in a different location. Follow these instructions to practice the move block command:

1. Place the cursor on the first word of the first paragraph.
2. Press F6.
3. Notice the top of the screen. "Reform-" which is always displayed on your screen will change to a highlighted "Marking." This means that the program is marking the beginning of the block to be moved.
4. Move the cursor to the end of the paragraph. As you move the cursor, the paragraph will become highlighted.
5. Press F6 again.
6. Move the cursor below the second paragraph. Make sure it is at the left margin.
7. Press F6 again.
8. Press F5 to return the top line to "Reform-".
9. It may be necessary to reformat the paragraph if it seems to go off the screen at the right. Press F7 if that has happened.
10. Try moving the paragraph back to the original location. Go through each step again.

Name ______________________________ Date ____________ FILE = ALPHA

MORE MOVE BLOCK ACTIVITIES

Part I - MOVING WORDS

Type the following list of words. When you finish use the move block command to place them in alphabetical order.

Metropolitan Museum of Art
Whitney Museum
American Museum of Natural History
Brooklyn Museum
Guggenheim Museum

Part II - MOVING SENTENCES

Type the following sentences. When you finish use the move block command to place them in chronological order.

Democracy spread to many communist countries.
Julius Caesar was assassinated.
Columbus discovered America.
Women were given the right to vote.
The first atomic bomb was dropped.
Lincoln freed the slaves.
Dinosaurs roamed the earth.

Part III

Type three different paragraphs. The first will explain at least two events you remember about yourself between the ages of 2 and 5. The second paragraph will explain at least two events you remember about your school years. The last paragraph will explain at least two events that you predict will take place in your future.

When you finish, practice moving the paragraphs around in these orders:

Paragraphs 2, 3, 1
Paragraphs 3, 1, 2
Paragraphs 1, 3, 2
Paragraphs 2, 1, 3
Paragraphs 3, 2, 1

Name ______________________________ Date ________________

A MOVE BLOCK CHALLENGE

Type the following:

Now that you've finished, turn on the TV or radio, sit in your favorite chair, and enjoy your efforts. Check to make sure you have at least one tray of ice cubes. If you don't, make a tray. If you don't have fresh lemons and sugar, you will have to make a trip to the store. Once it is perfect, fill the pitcher with ice cubes.

Cut the lemons and squeeze out the juice. Make sure to remove the seeds from the juice. Pour the juice into the pitcher. Fill it about two-thirds with cold water. Pour in about 1/2 cup of sugar and stir until dissolved. Taste the lemonade. On your kitchen counter place the lemons, sugar, a pitcher, a long spoon, a small knife, a tall glass, and a lemon squeezer if you have one. You need about 3 or 4 lemons to make one quart. If it is still too sour, add more sugar. You can also cut some of the lemon skin in slices and add it to the pitcher for color and extra flavor. Pour it into a tall glass.

Homemade lemonade is a tasty, refreshing drink any time of year. You need only four ingredients--lemons, sugar, water, and ice. Add a few more ice cubes so that it is very cold.

Your assignment is to move the sentences that are out of order in the paragraphs you just typed so that your text looks like this:

Homemade lemonade is a tasty, refreshing drink any time of year. You need only four ingredients--lemons, sugar, water, and ice. Check to make sure you have at least one tray of ice cubes. If you don't, make a tray. If you don't have fresh lemons and sugar, you will have to make a trip to the store.

On your kitchen counter place the lemons, sugar, a pitcher, a long spoon, a small knife, a tall glass, and a lemon squeezer if you have one. You need about 3 or 4 lemons to make one quart. Cut the lemons and squeeze out the juice. Make sure to remove the seeds from the juice. Pour the juice into the pitcher. Fill it about two-thirds with cold water. Pour in about 1/2 cup of sugar and stir until dissolved. Taste the lemonade. If it is still too sour, add more sugar. Once it is perfect, fill the pitcher with ice cubes. You can also cut some of the lemon skin in slices and add it to the pitcher for color and extra flavor. Pour it into a tall glass. Add a few more ice cubes so that it is very cold.

Now that you've finished, turn on the TV or radio, sit in your favorite chair, and enjoy your efforts.

Save your final edited version.

Topic 17: Copying Blocks

Aim: How do we copy a block?

Performance Objectives: Students will be able to:

- explain and demonstrate copying a block
- explain and demonstrate reformatting lines
- identify uses of copy block command

Materials:

- worksheets 17.1, 17.2
- software: DOS, PC-Write, students' data disks

Do Now:

Write a definition for block.

Motivation:

Imagine that you have decided to have a party. You have recently received your own computer as a gift, so you decide to make the invitation on the computer. After you have typed five of them, your fingers start getting tired and you get bored. One of your friend stops by and asks what you are doing. You tell him. He suggests you use the copy block command. He sits down and shows you. This is the command you will learn today.

Development:

1. Explain that with the copy block command, as many copies as necessary can be made very easily. Have the class load their programs. The name of this file is COPY.
2. Guide the class through the activity COPYING A BLOCK on Worksheet 17.1 and 17.2. Repeat as many times as necessary until everyone has mastered this skill.
3. Have the class refer to Activity 2 on Worksheet 17.2. Have them type their name and address. They should first make ten copies. After that they should make ten copies of the list of ten copies. Ask them how many times their name and address is listed. Have them save their work.
4. Ask the class to think of other times when they might want to make a copy of something. Have them list USES OF THE COPY BLOCK COMMAND. Discuss the answers.

Application:

Have the students complete Activity 3 on Worksheet 17.2.

Summary:

1. How do you copy a block?
2. How do you reformat lines?
3. What are some advantages to using the copy block command?

141

Homework:

Write a friendly letter that could be sent to several friends and relatives. When you come to class, type the letter. Make at least four copies. Change the names of the people so that the same letter could be sent to several people.

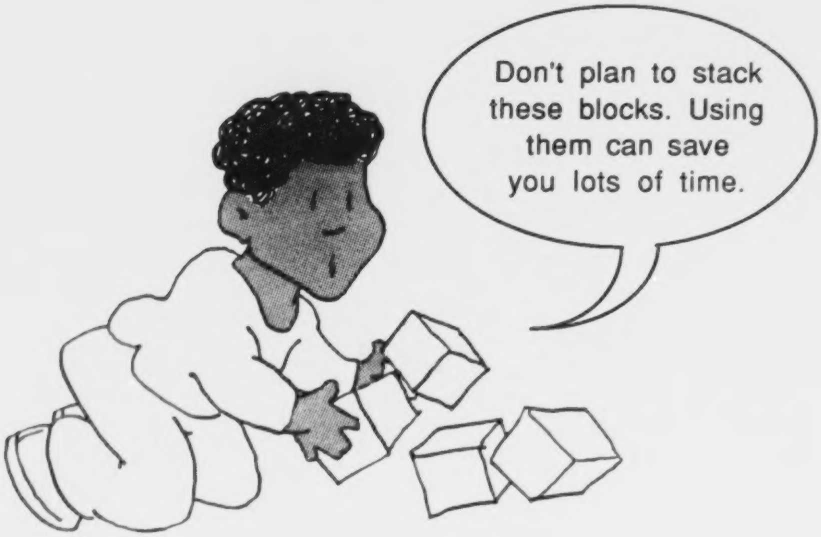
Enrichment:

Investigate how major companies and small businesses use the copy block command in their letters to customers. If possible, find an example. Write a short report.

TOPIC 17

Name ______________________ Date ______________ FILE = COPY

COPYING A BLOCK


Don't plan to stack these blocks. Using them can save you lots of time.

PC-Write has another block command that can be very useful. You can copy words, sentences, or paragraphs. It is important to note that when you copy blocks the original block remains in the original place plus a copy appears in the new location. Do the following:

Activity 1

1. Load the word processing program. The filename is COPY.
2. Discuss the advantage of being able to make copies of invitations.
3. Type the following invitation centering each line:

YOU ARE INVITED TO A
HALLOWEEN COSTUME PARTY

HOST - Michael McDermott

PLACE - 1765 Starlight Drive

DATE - October 31

TIME - 8:00 - 12:00 P. M.

R. S. V. P. - (718) 337-8965

Name ______________________________ Date ____________________

DIRECTIONS FOR COPYING BLOCKS

1. Place the cursor on the first word of the first line.
2. Press F3.
3. Move your cursor to the end of the document. Notice the highlighting.
4. Press F3 again.
5. Move the cursor down two lines.
6. Press F3.
7. Notice that the words appear in the original location as well as the new one.
8. Press F5 to remove the "Marking" command.
9. Use the PG UP and PG DN cursor movement keys (3 and 9) to try to get the entire file on the screen.
10. Now make five more copies of the invitation.

****

Activity 2 -

In this assignment you will type your name and home address in this format:

Ms. Jamie Jones
345 Roseland Road
Trenton, NJ 11790

Make ten copies of your name and address. Then make ten copies of the list of your name and address.

****

Activity 3 -

Type an invitation to a real or make-believe party. Use your name, address and phone number. Make fifteen copies of the original invitation.

****

USES OF THE COPY BLOCK COMMAND

Make a list of ways you think people might use this command:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

Topic 18: Deleting Blocks

Aim: How do we delete a block?

Performance Objectives: Students will be able to:

- explain and demonstrate deleting a block
- identify advantages of delete block command

Materials:

- worksheets 18.1, 18.2
- software: DOS, PC-Write, students' data disks

Do Now:

What is the purpose of the reformatting command?

Motivation:

How do you delete words? How do you delete sentences? Review the five ways to delete. How would you delete a twenty-line paragraph in the middle of a story? With the delete block command that you will learn today, you will see how quickly this procedure can be done.

Development:

1. Most word processing programs do not allow you to get back a deleted section of words. With this program, if you change your mind or make a mistake, you can get the block back. Keep this in mind as you learn this new command.
2. Distribute Worksheets 18.1 and 18.2. Have the class load the program. The filename is BLOCKS.
3. Have the students type the letter. Have them read the letter. Discuss what is wrong with it. Tell them that their assignment is to delete the entire first paragraph.
4. Guide them through the DIRECTIONS FOR DELETING BLOCKS. Make sure they make it reappear and then practice again. Have them go through the instructions over and over again until everyone is able to do it easily.

Application:

Have the students complete the BLOCK CHALLENGE and KEYS USED FOR BLOCK COMMANDS.

Summary:

1. How do you carry out the delete block command?
2. What are some advantages of the delete block command?

Homework:

Think of ways that the people who work in a school could use the move, copy and delete block commands. Make a list of ten ways.

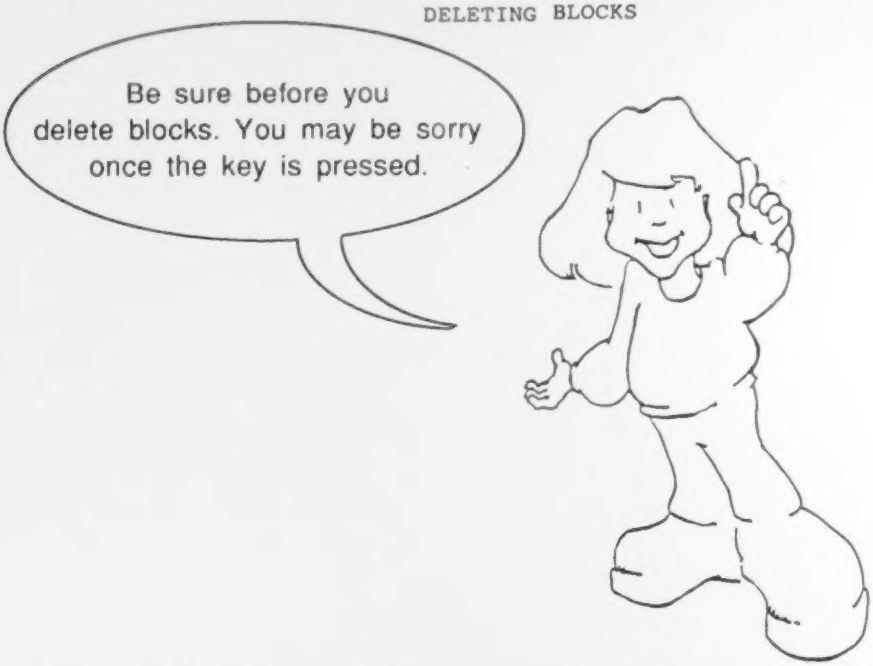
Enrichment:

Investigate how the telephone company, electric company or gas company use computers in their billing. Study your family's bills to determine computer uses. Write a short report.

TOPIC 18

Name ______________________________ Date ______________ FILE = BLOCKS

DELETING BLOCKS


Be sure before you delete blocks. You may be sorry once the key is pressed.

With the delete block command you can delete small or large parts of a file. You can erase characters one at a time, but that takes too long. Follow these directions:

1. Load your word processing program. The filename is BLOCKS.
2. Type the letter that follows:

Dear June,

I received your letter yesterday and am very excited about seeing you next week. Mary will also be in town so the three of us can talk about the fun we had together in camp last summer.

I was very pleasantly surprised by your letter which arrived in the mail yesterday. It will be great to see you again. You'll be happy to hear that Mary will also be in town. We can spend time sightseeing and talking about all the funny things that happened at camp last summer.

I will be happy to meet you at the Flatbush Avenue subway station at 5:00 p.m. next Friday. See you then.

Love,

Sue

18.2

Name ______________________________ Date ____________________

3. Read the letter. Did you notice that the first two paragraphs are very similar? You will delete the first paragraph so that only the second and third remain.

DIRECTIONS FOR DELETING BLOCKS

1. Move the cursor to the first letter of the first word of the first paragraph.
2. Press F4.
3. Move the cursor to the end of the paragraph. The highlighting will appear.
4. Press F4 again.
5. It has disappeared from the screen, but it is being held in the computer's memory. You can get it back on the screen by pressing CTRL and F4. Press those two keys.
6. Remove the highlighting with F5.
7. Now practice deleting the same block again. This time do not make it reappear.

* * *

BLOCK CHALLENGE

1. Type these sentences leaving a blank space between them:

I enjoy five chocolate chip cookies and a big glass of milk, and then say "Good Night."
I breathe a sigh of relief as I leave the last class of the day.
I arrive at the school door just as the bell starts to ring.
I hear the alarm clock and drag myself out of bed.
I join my friends in the park for a late afternoon break.

****

Step 1. Save the file. Use the block commands to place these sentences in order.
Step 2. Make a copy of the corrected list.
Step 3. Delete the second copy.

* * *

KEYS USED FOR BLOCK COMMANDS

KEY	USE
____________	Copying a block
____________	Moving a block
____________	Deleting a block
____________	Removing highlighting
____________	Reformatting the lines

Topic 19: Editing by Searching and Replacing

Aim: How do we search and replace?

Performance Objectives: Students will be able to:

- search for text
- search and replace manually
- search and replace automatically

Vocabulary: search, replace, manual search and replace, automatic (global) search and replace

Materials:

- worksheets 19.1-19.4
- software: DOS, PC-Write, students' data disks
- copy of a form letter (e.g., Publishers' Clearing House)

Do Now:

Write a definition for block.

Motivation:

Imagine that you have just finished typing a five-page report on a computer. When you do your final proofreading, you realize that you spelled a person's name wrong. Unfortunately, you spelled it wrong 22 times. Luckily, the word processing program you are using has a search and replace feature. With this command the computer will search for each occurrence of the name and replace it in one command. You will be learning the search and replace command in today's lesson.

Development:

NOTE: Before you do this lesson, make sure your keyboard has the correct keys - the long + and - keys. If it does not, go on to the next lesson.

1. Discuss the job of the search and replace command.

2. Have students create a new file named SEARCH.

3. Distribute Worksheet 19.1. Read and discuss the information. Have students type the three paragraphs on robots.

4. Tell them to save the file at this time. If they make a mistake when using the keys, they will have a correct copy on their data disks.

5. Distribute Worksheet 19.2. Carefully guide the class through SEARCHING on the worksheet.

6. Discuss the definition of a manual search. (Elicit - one word at a time.) Go through SEARCHING AND REPLACING step by step with the class.

   Ask the class to define globe. Elicit the meaning of global search. Tell the students that they will be doing a global or automatic search where they will find all the occurrences of a word or phrase. Distribute Worksheet 19.3. Guide the class through SEARCHING AND REPLACING AUTOMATICALLY.

7. Have class explain when they would use a manual search and replace or global search and replace.

8. Have the class complete USING SEARCH AND REPLACE and REVIEW on Worksheet 19.3.

Application:

Show the class an example of a letter that is a form letter (e.g., Publishers' Clearing House). Distribute Worksheet 19.4. Have the class complete the activity on the form letter. Discuss how businesses use this type of letter.

Summary:

1. How do you search for text?
2. How do you search and replace manually?
3. How do you search and replace automatically?

Homework:

Write a form letter announcing winning a home computer. Set it up with search words such as NAME and STREET ADDRESS so that it could be sent to thousands of people. Bring to class to type for extra credit.

Enrichment:

A very popular computer service is electronic mail. With this device, you can send messages and receive them by computer. You must have a computer, a telephone line, a modem (computer hardware device that lets computers communicate with each other by telephone line) and be a subscriber to an electronic mail service such as The Source or Compuserve. You can send the same message to many people at once or to just one person. You can check your computer screen by logging in a special number to check to see if you have any messages. Many people develop friendships with people all over the world via electronic mail. Ask your teacher if your school can log on to NYCENET, the Board of Education's bulletin board.

Write a paragraph describing what you would do with an electronic mail service.

TOPIC 19

Name ______________________________ Date ____________ FILE = SEARCH

SEARCHING AND REPLACING

word
search

If you are using an IBM keyboard, you will be able to complete this lesson without any problems. If, however, you are using a Tandy 1000 or other IBM compatible, you may not have the necessary keys. You will need a long + key and a long - key for this lesson.

The Search and Replace command will let you search for a word or words. If you wish, you can then replace the word or words with something else.

Before you can practice these commands, create a new file named SEARCH on your data disk. After you type the following, save the file:

Would you like to have your own personal robot? Your robot could do your chores and help you with your homework. Maybe one day you will own one.

Japan is a leader in making robots. The factories there need only a few people. The rest of the work is done with the aid of robots. One worker watches all the robots working on a large screen. Robots do not need a lunch break and don't get sick.

Robots can be very useful. They can explore dangerous places such as mines. They can get into tiny places that humans cannot. They can go under the water in search of sunken ships. The police and fire departments use them when there is a bomb threat. You will be seeing robots doing many more things in the future.

Name ______________________________ Date ______________

SEARCHING

In this activity you will just search for a word. You will not replace it. Do the following:

1. Move the cursor to the beginning of the first paragraph.

2. Press F9.

3. The top line reads: Esc F9:Find "." F10: replace "."

4. Where is the cursor? ______________________________

5. This is where you type the word you want the computer to look for. Type the word robots and then press ENTER.

6. To start the search, press the long gray + key on the right side of the keyboard.

7. Where did the cursor move? ______________________________

8. Press the long + key again. What happened? ______________________________

9. Continue pressing the + key until you see a different message on top of the screen.

10. What does the top of the screen read? ______________________________

11. This message means that there are no more robots to find.

12. If you wish to search backwards, press the long gray - key. Try it.

****

SEARCHING AND REPLACING

Practice using the search and replace command:

1. Move the cursor to the beginning of the first paragraph.
2. Press F9.
3. Check to make sure robots is still between the quotation marks. If it is not, retype it.
4. Press F10.
5. Where did the cursor move? ______________________________
6. The computer is waiting for you to type the replace word. Type rabbits.
7. Press the long + key to start searching.
8. When you get to the first robots, press F10.
9. If you decide not to change a robots to rabbits, you would press the long + key to continue to the next robots. Change all the robots to rabbits except for one.
10. Read the three paragraphs. Do they make sense? You will now have to change the rabbits back to robots.

Name ______________________________ Date ________________

SEARCHING AND REPLACING AUTOMATICALLY

If you have a long report or story typed, you may want to search and replace faster. With the automatic command you can. Type the following words: in tin bin thin chin drink mink pink brim

1. Place the cursor above the line you just typed.
2. Press F9. Change the word at the cursor to in.
3. Press F10. Type ZZZZZZZZ at this location.
4. To automatically replace each in, hold down the ALT key and press F10.
5. What message do you now see on top of the screen?
6. Press F9. What happened? ______________________________
7. Is this what you wanted to do? Notice that every word with in was also replaced.
8. You can avoid this problem by pressing F10 for "Unreplace." This will let you go through and decide which words you want replaced. If you want it replaced, you press F10. If you do not, you press the long + key and move on to the next word.
9. Experiment with this method. First change all the ZZZZZZZZZ's back to in.

****

USING SEARCH AND REPLACE

Type the following paragraph:

Will computer brains be a thing of the future? They probably will not, except in the movies. Without humans to give computers directions through programs, computers are just useless machines. A computer can do math much more quickly and accurately than most humans, but only because humans have programmed it. These machines cannot come up with new ideas like people can. Computers can only use the ideas that someone gives them. Computers are here to stay, but they'll never be our masters.

1. Search for directions. Replace it with instructions.
2. Search for people. Replace it with humans.

****

REVIEW

1. Where should your cursor be to begin a search? ____________________
2. Which function key starts the search? ____________________
3. Which function key starts the replace? ____________________
4. Which keys start the automatic search and replace? ____________________
5. Which key is used to move forward to find the next word in the Search Mode? ____________________
6. Which key is used to search backwards? ____________________

Name ______________________________ Date ______________

SEARCH AND REPLACE CHALLENGE

Did you or your parents ever get a letter in the mail with your name and address in the body of the letter? You probably wondered if a large company had typists or word processors type individual letters to thousands of people. You can bet they didn't. They undoubtedly used a computer program to use the same letter for everyone and just inserted the personal information. You will use the search and replace command to do that in the assignment below. Follow these directions:

1. Boot your computer, name the file PRIZE, get a clear screen, and type the following letter:

FIRST NAME LAST NAME
STREET ADDRESS
CITY STATE ZIP CODE

Dear FIRST NAME

Congratulations FIRST NAME! You have just won a very special prize. You have been selected from a list of all the people who live in CITY. The prize you have won has two parts. You will be sent a check for AMOUNT immediately. The second part of your prize is a trust fund for AMOUNT that you can collect when you have reached the age of 18. You are very lucky FIRST NAME. Enjoy your prize!

Sincerely,

Mark Gannon
President

2. Save this letter now so that you can use it for more than one person. Use the name PRIZE.
3. You will use the search and replace command to make this letter personal. Begin by searching for the phrase FIRST NAME. Replace it automatically with your first name.
4. Replace LAST NAME with your last name.
5. Next replace STREET ADDRESS with your street address.
6. Automatically replace CITY with the name of your city so that it is replaced in both locations.
7. Replace STATE and ZIP CODE with your state and your zip code.
8. Replace the first word AMOUNT with $50,000. Replace the second AMOUNT with any amount of your choice.
9. Save your prize letter as MYPRIZE.
10. Get the letter named PRIZE back on your screen and insert a friend's name and address. If possible, print it and give it to your friend.

Topic 20: Printing a File

Aim: How do we print a file?

Performance Objectives: Students will be able to:

- double and triple space lines
- complete a check-off list for computer users
- print a letter
- print stationery
- edit and print files

Materials:

- worksheets 20.1-20.10
- software: DOS, PC-Write, MS DOS data disk, students' data disks
- Yellow Pages of Manhattan and any of the boroughs
- several typewriters (manual, rotating ball, daisy wheel, etc.)
- several printers (dot matrix, laser, daisy wheel, etc.)

Do Now:

Explain why learning how to print is an important part of word processing.

Vocabulary: single spacing, double spacing, triple spacing

Motivation:

What do the words single, double and triple mean in baseball? What do you think single spacing is? Double spacing? Triple spacing? Learning to change the layout of the lines is just one of the skills you will learn.

Development:

1. Ask the class what the difference is between a computer and a typewriter. If possible, have several different typewriters for demonstration or have printed copies from several different machines. Distribute Worksheet 20.1. Read and discuss the material.

2. Since the printers that you probably have in the computer are dot matrix, discuss how they operate. Distribute Worksheet 20.2. Read and discuss the information. If possible, show them a daisy wheel, letter quality or laser. If you do not have access, show them hard copies printed on various printers.

3. Have the students draw a picture of their printer on Worksheet 20.2.

4. Tell the class that they should get the directory of their disk on the screen. Once they have the directory on the screen, they should choose one of their files and get it on the screen.

5. Distribute Worksheet 20.3. Discuss the meaning of single, double, and triple spacing. Refer to LINE SPACING. Guide the class through both double and triple spacing. Ask when each one would be used.

6. Tell the class that they will learn how to print after they type a letter. Distribute Worksheet 20.4. Refer to TYPING A LETTER FOR PRINTING on the worksheet and explain the assignment. A partial mailing list is included at the end of topic worksheet 20.10. The class should add to the list. If you have a Print Shop or Print Master, have the students design a stationery letterhead for the assignment.

7. Before the students use the printers, they must be trained. After instructing them, have them complete the check-off list included in USING A PRINTER on Worksheets 20.4 and 20.5.

8. Organize small groups for the first printing experience. Have the students follow numbers 1 through 10 in PRINTING A FILE on Worksheet 20.5. Once they feel confident in using the printers, tell them they can simply use AN EASY GUIDE TO PRINTING on Worksheet 20.6.

9. Send the letters. Make sure to follow-up when the material starts arriving.

10. A special feature of some keyboards allows the user to boldface and underline. Make sure to check if the commands work with the systems in your lab before you decide to teach these two functions.

    BOLDFACE - Press ALT and the letter B
    UNDERLINE - Press ALT and the letter U

    The special "font" characters must be placed before and after the words you wish to be enhanced.

11. Have the class do the CREATING STATIONERY activity. A sample is included on Worksheet 20.9.

Application:

1. Have the students complete the EDITING AND PRINTING CHALLENGE on Worksheets 20.6, 20.7, and 20.8. This may take an extra session to complete.

2. Have the students complete THE SIX EASY STEPS FOR PRINTING and the REVIEW.

Summary:

1. How do you double space lines?
2. How do you triple space lines?
3. Name the skills you must know in order to operate a printer.
4. How do you print?
5. Name several of the computer skills you used to help create personalized stationery.

Homework:

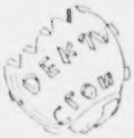
Decide on the type of story you would like to type in a future lesson. Make a list of possible characters, the setting (time and place), and ideas for the story's action.

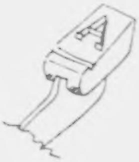
Enrichment:

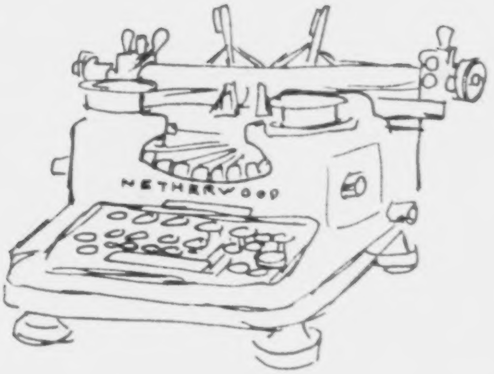
Type and print a report on a topic in your social studies or science class.

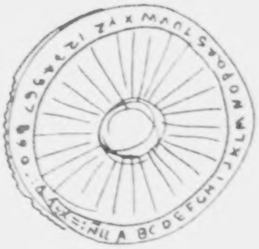
Name ______________________________ Date ____________________

LEARNING MORE ABOUT PRINTING









PRINTING WITH TYPEWRITERS

There is a big difference between the way a typewriter prints on a piece of paper and the way a printer prints. If possible your teacher will show you the following kinds of typewriters and demonstrate how each of them prints:

1. An old typewriter - Each letter is on an arm, and when you press a key, the arm comes up and the letters hit the ribbon. This forces ink onto the paper. This is a mechanical printing machine. There is only one type style per machine.

2. A typewriter with a rotating ball - The ball contains all the letters, numbers, and special symbols on it. When you hit the keys an electrical signal tells the ball which way to face. By changing the ball you can change the type styles.

3. A typewriter with a daisy wheel - This is similar to the rotating ball typewriter. The wheel holds the letters instead of the ball. This machine also has many different type styles.

Name ______________________ Date ______________

THE DOT MATRIX PRINTER

The dot matrix printer that is attached to your computer is very different from the typewriters. There are no characters stored on keys, balls, or wheels. This type of printer uses many little wire pins. These pins pop out or stay in, depending upon what electrical signals are sent to them. When you type the letter "A," the pins that form this letter pop out.

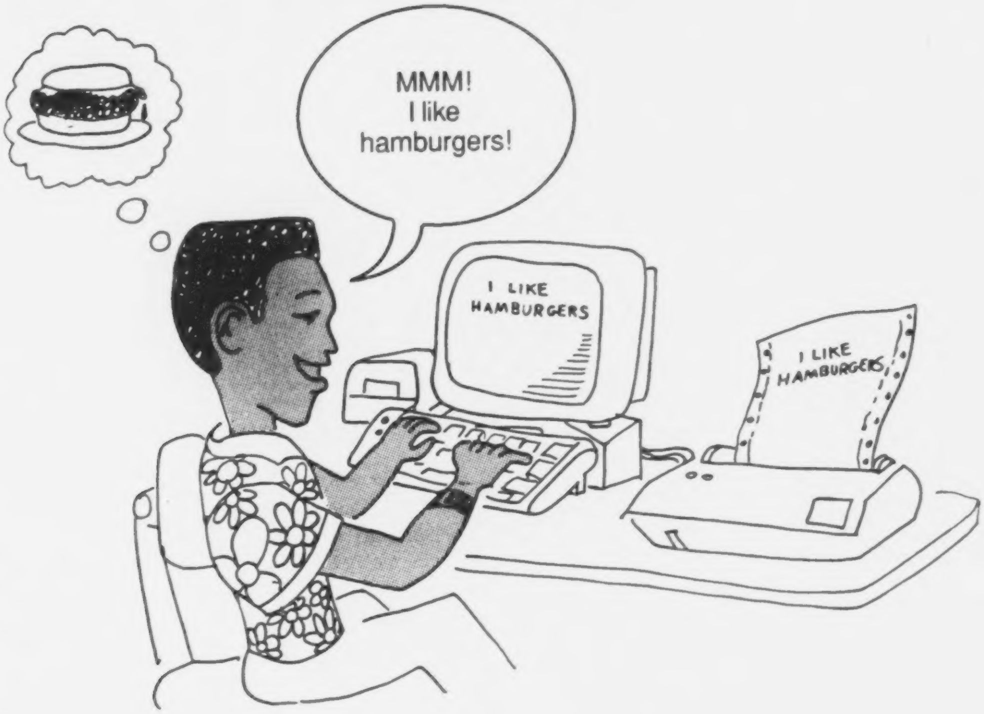
If possible your teacher will show you various capabilities of your machine. Some of them might be bold face, compressed, expanded, italic, or other special styles. If he/she has access to a daisy wheel or laser printer, they will also be demonstrated.

DRAWING YOUR PRINTER

Draw a picture of the printer in your lab.

Name ______________________________ Date ______________

CHANGING THE LINE SPACING



Sometimes before printing, a person decides that the hardcopy (printed copy) would look better double or triple spaced. Instead of manually going to each line and entering a space, one of the PC-Write program's print features can do it for you. The program PC-Write is preset with single spacing.

1. What is single spacing? ______________________________

2. What is double spacing? ______________________________

3. What is triple spacing? ______________________________

Get your disk directory on the screen and select one of the files you saved. Follow these directions for double or triple spacing:

1. Place the cursor where you want the spacing to begin.
2. Hold the ALT key while pressing capital G.
3. To double space, type .M:2
4. To triple space, type .M:3

Name ______________________________ Date ____________ FILE = LETTER

TYPING A LETTER FOR PRINTING

1. Load your program. The new filename is LETTER.
2. Type a letter to a museum or other site located in New York City.
3. You can use your own words or get ideas from the sample letter below.
4. Brainstorm to get a list of places. Use the yellow pages for the names and addresses. A partial list is included on worksheet 20.10.
5. When you and your classmates have finished collecting the posters and other information, make a class bulletin board. Hopefully, your family or class may decide to let you plan a trip to one of the places.

(your street address)
(your city, state, zip code)
(today's date)

(Name of museum)
(Street address)
(City, state, zip code)

To whom it may concern:

I am a student at __________________ in __________________. My class is doing a special project to learn about our city. We are planning a class trip and a large bulletin board showing off New York.

Our assignment is to collect posters and other information about interesting places, such as yours. Please send me anything that we might use. Thank you very much.

Sincerely,

(Your signature)

(Your name typed)

USING THE PRINTER

Before you print your letter, your teacher will give you instructions for using the printers in your computer lab. Complete the check-off list that follows before you operate a printer:

20.5

Name ______________________________ Date ____________________

PRINTER CHECK-OFF LIST

____________ I know where the switch is

____________ I can check to see if the cable is connected to the computer

____________ I know how to insert the paper

____________ I know how to adjust the paper

____________ I know how to remove the paper

____________ I know how to use the controls

____________ I know other special printer features

PRINTING A FILE

Now is the time for you to print the hardcopy of your letter. The first time you print, carefully follow these directions and notice the different messages on the screen. After that, you can use AN EASY GUIDE TO PRINTING which is listed below.

1. Press F1
2. Press F7.
3. You will see:

```
File to print (Esc:cancel F8:dir):   "B: LETTER"
```

4. Press ENTER.
5. The top line will read:

```
Print control file name <Esc:exit Enter:none>:"
```

6. Again, press ENTER.
7. The top line reads:

```
Esc:Exit F9: Print to a file F10:Printer is Ready
```

8. Press F10.
9. A menu will appear on the screen. Notice the top line:
   Waiting. Print from "B:Description" to "PRN", ready to begin
10. Press F10 again. If the printer is not printing your letter, check to make sure it is properly connected.

20.6

Name ______________________________ Date ____________________

AN EASY GUIDE TO PRINTING

Step 1 - Press F1.

Step 2 - Press F7.

Step 3 - Press ENTER.

Step 4 - Press ENTER

Step 5 - Press F10.

Step 6 - Press F10.

CREATING STATIONERY

1. Look at the stationery at the end of this lesson (Worksheet 20.9)

2. Create a new file PERSONAL. Use your word processor to design personalized stationery. Keep in mind one screen is 24 rows and a sheet of paper is 66 rows. This means your stationery should be approximately 60 lines.

3. Save the file.

4. Print two copies.

* * *

EDITING AND PRINTING CHALLENGES

In this assignment you will practice your editing keys and then print the documents. Do the following:

PART I - Get the file TESTONE from the MS DOS data disk on the screen. It has many, many mistakes. A copy of the unedited version is printed here:

WHO USES COMPUTERS ?

every one nos that compters use in schoools , busnessses, offices and homes.their are otherpla ces were they are aslo very importent . fire departmants inlarge city us compuerters. When the call come in to the stasion , the buulding addres is enreed into a compuuter sysem . Be fore the fire man got to the firee , the no the typee of spinkler system , esists an the age for the bulding . this is mush bettter then the old mettod of staring infomation on indes cords . com puters are also useed in hopitals . the help they docters determin sick nessses or diseeses of pasisnts. the are also used in modren surgry wish combines a lazer and a computer. The C A T skan is a type of computer that can taook oiktures of the in side of a persons body. its price tage is one killlion dolars.

Thes or jus too esamples of how computers are ued in hour times. It is hard to imagenen live with out them. try too .guesss what computers held for your future !

Name ______________________________ Date ____________________

Make all corrections, proofread, and check your final copy with the paragraph on this worksheet. Your line endings may not be exactly like the ones here. When you finish, save the file on your data disk as TESTONE.

WHO USES COMPUTERS?

Everyone knows that computers are used in schools, businesses, offices, and homes. There are other places where they are also very important.

Fire departments in large cities use computers. When the call comes into the station, the building address is entered into a computer system. Before the firemen get to the fire, they know the type of sprinkler system, exits, and age of the building. This is much better than the old method of storing information on index cards.

Computers are also used in hospitals. They help the doctors determine sicknesses or diseases of patients. They are also used in modern surgery which combines a laser and a computer. The CAT scan is a type of computer that can take pictures of the inside of a person's body. Its price tag is one million dollars.

These are just two examples of how computers are used in our time. It is hard to imagine life without them. Try to guess what computers hold for our future!

****

PART II. Get the file TESTTWO from the MS DOS data disk on the screen. The screen copy will look like the following:

```
THEIMPORTANCE FOR EXERCICE
Exersising sevral timea weak is won for thee bess thino a per can doo.Many
peepel say that the donot hav the time , but thos sam peeple watch TV four for
or five ours a day.  exercising is no olny goood for you bodyy, it os good
from you mind . Peeple whooo work out our sually happy.   they al so sleep
beter.  Beign a memember of a teem is a fun wa to exersis . It is exoecially
good if your can playy the sprot out side and breath fresh hair.  Teems are
good place to meant other young peeple who like to participat in xtra
aktivitees tol. Arobic exercisis poplar.  It not only get a persons body shap
it works on the heartt and lunges two . You should doo it from a leest 10 min
threeee times a month.  Fast waking , runnnnino , bikking, and fast swiming
are sevral exampels.  Rememememember watching a foot ball game or the Newyourk
City marathon is no exercise.  If you begin an exer program while young, you
adulte life Get you sneeekers on a strat today   !
```

Name ______________________________ Date ______________

Make all corrections and proofread. Save on your data disk as TESTTWO. Except for the line endings, make sure it looks like the version that follows:

THE IMPORTANCE OF EXERCISE

Exercising several times a week is one of the best things a person can do. Many people say that they do not have time, but those same people watch television for four or five hours a day. Exercising is not only good for your body, it is good for your mind. People who work out are usually happier. They also sleep better.

Being a member of a team is a fun way to exercise. It is especially good if you can play the sport outside and breathe fresh air. Teams are good places to meet other young people who like to participate in extra activities too.

Aerobic exercise is very popular. It not only gets a person's body in shape, it works on the heart and lungs too. You should do it for at least 20 minutes three times a week. Fast walking, running, biking, and fast swimming are several examples.

Remember watching a football game or the New York City marathon is not exercise. If you begin an exercise program while you are young, you will be more likely to continue it into your adult life. Get your sneakers on and start today!

* * *

THE SIX EASY STEPS FOR PRINTING

Make a list of the six easy steps that you use to print.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________

* * *

REVIEW

Single spacing is ______________________________

Double spacing is ______________________________

Triple spacing is ______________________________

20.9

Name ______________________________ Date ______________

PRINTING A DOCUMENT

One of the best parts of being able to use a computer is learning how to print personalized things such as stationery. In this assignment you will design your own stationery, print it on the printer, and hopefully use it to write a letter to a friend or relative. This is an example of what your stationery might look like:

```
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
*                                                           *
*              *     *                                      *
*              *     *           Jamie Lovett               *
*              *     *                                      *
*              *     *           1788 Rosewood Lane         *
*              *     *                                      *
*              *     *           Queens, New York 11337     *
*    *         *     *                                      *
*     * * * * *      * * * * *                              *
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* JL JL JL JL JL JL JL JL JL JL JL JL JL JL JL JL JL JL JL  *
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
```

20.10

Name ______________________________ Date ____________________

MAILING LIST FOR LETTER ASSIGNMENT

American Museum of Natural History
Central Park W. & 79th St.
New York, New York

Museum of Modern Art
11 West 53rd Street
New York, New York

Metropolitan Museum of Art
5th Ave. and 82nd Street
New York, New York

Museum of American Indians
Broadway & 155th Street
New York, New York

Brooklyn Museum
188 Eastern Pkwy & Washington Avenue
Brooklyn, New York

Queens Museum
New York City Building
Flushing Meadows-Corona Park
Flushing, New York

Whitney Museum of Amer. Art
Madison Ave. & 75th St.
New York, New York

Brooklyn Children's Museum
1530 Bedford Avenue
Brooklyn, New York

South Street Seaport Museum
16 Fulton Street
New York, New York

American Immigration Museum
Statue of Liberty
Liberty Island, New York

* Add more names and addresses here:

Topic 21: Changing Layout

Aim: How do you change the page layout?

Performance Objectives: Students will be able to:

- define layout
- set margins
- right justify lines

Materials:

- worksheets 21.1-21.4
- software: DOS, PC-Write, students' data disks
- copies of various page layouts
- the Ruler Line made on oaktag

Do Now:

How does the page of a newspaper look different from a story book?

Vocabulary: margin, right justify, Ruler Line

Motivation:

Ask the class to explain how the look of a newspaper is different from a letter. Show them the examples of page layout. Explain that they will learn how to change the way pages look by changing the page layout. Explain that this skill will be used to set up and print a newspaper and a book of short stories.

Development:

1. Distribute Worksheet 21.1. Tell the class to refer to the first page of the worksheet as a student reads the first paragraph. Discuss the definitions of margin and layout. Hold up the examples of different page layouts. Tell the class that this is called layout. After the class answers the two questions, discuss the answers.

2. Have the class load the program. Distribute Worksheet 21.2. Ask the class to refer to SETTING MARGINS on the worksheet. Use the oaktag drawing to show the class where 0, 10, 20, 35, 45, 56, and 80 are. Ask various members of the class to locate specific places on the Ruler Line on the oaktag and then on their screen.

3. Guide the class through the entire activity until they have a 70 space line. Ask them how they could get a 60 space line.

4. After the class completes the answers to the next section on their worksheet, assist them in setting the three margins.

5. Tell the class to refer to RIGHT JUSTIFYING on Worksheets 21.2 and 21.3. Have a student read the introductory paragraph. Discuss how the paragraph on supermarket shopping looks different from the introductory paragraph on the previous page. Tell the class that they will right justify their newspaper. Guide the class through right justifying the assignment.

6. Have the class do the REVIEW on worksheet 20.3.

Application:

Distribute Worksheet 21.4. Have the class complete the LAYOUT CHALLENGE.

Summary:

1. What is layout?
2. Where are the margins on a page?
3. How do you set margins?
4. How do you right justify lines?

Homework:

Decide on what type of article you would like to write for a class newspaper. Some possibilities are current news, sports, cooking, horoscopes, movie stars or singers, school news, editorials (your opinion on a topic), want ads, or how to do something.

Enrichment:

Find examples of right justified printing and different page layouts. Bring to class for discussion and comparison.

TOPIC 21

Name ________________________________ Date ______________ **FILE = SETTINGS**

CHANGING THE PAGE LAYOUT

I love being able to change the way my work looks.

When you boot the PC-Write program, the page layout is already set. There may be times when you want your lines of typing to stretch all the way across the page or to appear in a narrow column. You can easily make changes in the way the hardcopy or printed copy will look. Since you will be setting margins, read and discuss the definitions:

layout - the number of characters you can type on a line, as well as the other settings that make a page look a certain way.

margin - the blank space around the printed page. You can also see it around the screen. There is a left, right, top, and bottom margin.

1. For what kinds of work would you want to change margins?

   ____

2. Other than paragraphing, when would you want to set tabs?

   ____

Name ______________________________ Date ______________

SETTING MARGINS

1. Load the program and create a new file SETTINGS.

2. When you have your editing screen, press the F2 key.

3. Notice what happened. What does this special line look like?

   ____

4. This is called a ruler line. The "L" tells you where the Left margin is set. The "R" tells you where the Right margin is set. Locate both of them. Each vertical (up and down) line is one space. There are a total of 80 spaces on the screen--going from left to right. The 1 stands for 10, the 2 for 20, and so on until the end which is 80.

5. Where is the L? ______________________________

6. Where is the R? ______________________________

7. If the L is at 0 and the R is at 80, you have an 80 space line. You will be resetting the margins so that you will have a 60 space line.

8. Move the cursor to the 10 on the ruler line. Type a capital L.

9. What happened? ______________________________

10. Place the cursor at 70 on the line. Type a capital R.

11. Press F2.

12. If you make a mistake the space bar will erase the settings on the Ruler line.

CAN YOU SET THESE MARGINS?

Where could the Left and Right margins be set for the following:

1. a 50 space line ______________________________
2. a 35 space line ______________________________
3. a 70 space line ______________________________

Try setting each of these three margins to see if you are correct.

RIGHT JUSTIFYING

If you want to make your writing look even, you might want to justify the right margin. This means that the words are even on both the left and right sides. Extra spaces are placed within each line so that all the lines match up evenly. On some computers you might notice dots on the screen instead of blank spaces. When you print the screen, they will not be there. This is an example of several lines that are right justified:

Name ______________________________ Date ______________

Many people hate to shop in a supermarket. Sometimes people like to use their shopping wagons as weapons. You just may limp out the door. Trying to convince the person ahead of you in the "10 items or less" line that 153 cans of dog food does not count as one can be depressing. I think you will agree that the worst part of shopping for food is paying for it.

1. How is the second paragraph different from the one on the previous page?

   ____

2. Name at least two things you read that are right justified.

   ____

Follow these instructions to practice right justifying lines:
1. Press F2. Change the R on the ruler line to a capital J.
2. Press F2.
3. Type the paragraph about shopping in a supermarket and right justify the lines.
4. Watch the right margin as you type. If the second line does not justify with the first line, press F7 to reformat the line.

REVIEW

1. What is a margin? ______________________________
2. What is layout? ______________________________
3. What does right justifying mean? ______________________
4. What is the Ruler Line? ______________________________
5. How many spaces are there on the Ruler Line? ______________
6. What is hardcopy? ______________________________
7. Complete the chart with the correct key or letter:

CHANGING THE SCREEN SETTINGS

______________ calls up the Ruler Line
______________ letter used to set the Left margin
______________ letter used to set the Right margin
______________ letter used to justify the Right margin

I know all the screen commands! Do you?

Name ______________________________ Date ____________________

LAYOUT CHALLENGE

In this assignment you will be changing the layout of the screen. The activity involves completing stories.

Story 1 - Name a new file BEGIN. Change the layout of the screen to a 40 space line. Make sure that you have an equal number of spaces on each side of the screen. Right justify and print the final copy. Type this story opening. Complete the middle and end. Share your story with the class.

Charlie Nelson stood on the mound and smiled. His first warm-up toss had just disappeared into the catcher's mitt with a loud thud. Steve, his catcher and best friend, smiled broadly enough to be visible even behind his mask. It was clear that Charlie had his good stuff today. Steve led him through his usual pre-game routine. His fastball and curve both seemed to be working, but he could never really tell until the game started.

Charlie glanced up at the stands and saw that his parents were in their usual seats. His girlfriend was standing with the other cheerleaders, just as she had for the last three years. Charlie thought how much he would miss this place when he graduated next week. There was no time to think about that now. Charlie took a deep breath and began his last game.

Activity 2 - Name a new file END. Change the layout to a 70 space line. Do not right justify. Type this story ending. When you finish, move to the top of the screen and insert a beginning and middle. Save and print your work.

His legs felt like rubber as he mounted the narrow steel stairway and entered the first class cabin of the Concorde. It had been a long time since he had been tested like this. The stitches from his knife wound pulled and throbbed with every step. His head ached slightly from his last meeting with agent X. Was he dead? Did that fall kill him? Jeremy was too tired to care.

Jeremy leaned back in his seat and watched as London disappeared beneath the clouds. He patted his pocket and smiled. It was still there. The world was safe - for now.

Topic 22: Setting and Deleting Tabs

Aim: How do we set and delete tabs?

Performance Objectives: Students will be able to:

- set tabs
- delete tabs
- set up tabulations
- type tabulations

Vocabulary: tabulation

Materials:

- worksheets 22.1-22.4
- software: DOS, PC-Write, students' data disks

Do Now:

What does the word layout mean?

Motivation:

Read these two versions of the same information:

Version 1:

The data of delivery for the Sneakers #34 is June 2. The quantity that will be sent is 56. The order number is 1238. The Socks #49 will be delivered on June 5. You will receive 88 pairs. Your order number is 3498.

Version 2:

Item	Order #	Quantity	Delivery Date
Sneakers #34	1238	56	June 2
Socks #49	3498	88	June 5

Which version is easier to understand? Explain why. In this lesson you will learn to set up columns such as the ones you see in Version 2.

Development:

1. Discuss how the TAB key was used in previous lessons. Distribute Worksheet 22.1. Have students answer the first question on the worksheet.
2. Have class follow the directions and answer the questions in SETTING TABS (Worksheet 22.1) as they type SPELLING DEMONS.
3. Discuss the meaning of tabulation. Guide the students through TYPING A TABULATION on Worksheet 22.2 and 22.3.

Application:

1. Have the class complete the LAYOUT CHALLENGE and STEPS FOR FIGURING AND SETTING TABS on Worksheet 22.3.

2. Use an almanac to find a list of states and capitals. Set up a tabulation and then type the 50 states and their capitals.

Summary:

1. How do you set a tab?
2. How do you delete a tab?
3. How do you set up a tabulation?

Homework:

Study the SPELLING DEMONS for a spelling quiz. Use each word in a sentence. Also, do the puzzle on Worksheet 22.4

Enrichment:

1. Find a tabulation in a magazine, book, or newspaper. Bring to class to type for extra credit.

2. Imagine that someone gave you $2000 to buy a computer and some accessories for it. Investigate types of computers and make a shopping list. You might want to ask people who own various brands of computers for their opinion about the one they own. Write the order list in a tabulation with the items on one side and the prices on the other. At the end skip a line and total the items. Type in class for extra credit.

Name ______________________________ Date ________________ FILE = TABS

TOPIC 22

SETTING TABS

Tabs make typing columns a breeze!

In this lesson you will learn to set and delete tabs. A tab is a column setting that makes the cursor move to a particular spot on the screen. Load your program and name a new file TABS.

What did you use the TAB key for in a previous assignment?

____

1. Before you set a tab, experiment with the TAB key. Make sure your cursor is at the left margin. Press TAB. Do it again. Continue until you are on the next line. How many times did you have to press it? ____________
2. Press F2.
3. Look for the T's on the ruler line. How many are there? At what positions are they set? ____
4. Now check your answer to number 1. Were you right? ______________
5. Erase each of the T's with the space bar.
6. Now go back to 35 on the ruler line and type a capital T.
7. Move the cursor to 60 on the line and type another T.
8. Press F2 to set the two tabs.

22.2

Name ____ Date ____________________

USING THE TAB KEY TO TYPE COLUMNS

Look at the typing activity named SPELLING DEMONS that follows. Use these directions to enter it on your screen:

SPELLING DEMONS

necessary
library
hospital
character
source

exercise
receive
excellent
assignment
separate

pleasant
favorite
processor
except
column

1. Type the title. Center it.
2. What is the centering key? ____________________
3. Press ENTER twice.
4. Type the first word. Then press the TAB key.
5. Type the second word on the first line, press Tab, type the third word. Press ENTER.
6. Continue until the entire assignment is completed. Make sure to use the TAB key to move to the second and third columns of each line.
7. Save the file.

TYPING A TABULATION

Create a new file named PRES. When you set up your text in columns, you are creating a tabulation. When you set one up, you must count the letters of the longest word in each column. For example, how many spaces would you allow for each column if these were the items?

THE FIRST SIX PRESIDENTS' HOME STATES

George Washington	Virginia
John Adams	Massachusetts
Thomas Jefferson	Virginia
James Madison	Virginia
James Monroe	Virginia
John Q. Adams	Massachusetts

1. Count the longest number of characters including the space between the first and last name. Which name is the longest? ______________________ How many spaces? ______________________________
2. Count the longest state name in the second column. Which one is the longest? ____________________ How many spaces? __________
3. The next step is to decide how many spaces you want between the columns. Use 15.
4. To determine how many spaces you need type the longest name, the fifteen spaces, and the longest state.

George Washington   Massachusetts

Name ______________________________ Date ______________

5. Now center the line. By centering you will have determined the margins. Now set the tab in the proper place for the state names.
6. Erase the line.
7. Type the tabulation for the first six presidents.
8. Save the file.

* * *

LAYOUT CHALLENGE

1. Create a file named LAYOUT.
2. Set the margins at 20 and 60.
3. Set a tab at 47.
4. After you type the introductory paragraph, right justify the lines.
5. Proofread and check the layout. Your line endings may not be exactly like the example that follows:

AMERICAN CITIES

One of the most interesting things about living in this country is traveling to different cities. Each one is special mainly because of the people. Seeing the different styles and customs is also memorable. This is a list of my five favorite cities:

New York	New York
Los Angeles	California
Chicago	Illinois
Philadelphia	Pennsylvania
Dallas	Texas

* * *

STEPS FOR FIGURING AND SETTING TABS

Make a list of how to figure and set tabs.

1. ______________________________

2. ______________________________

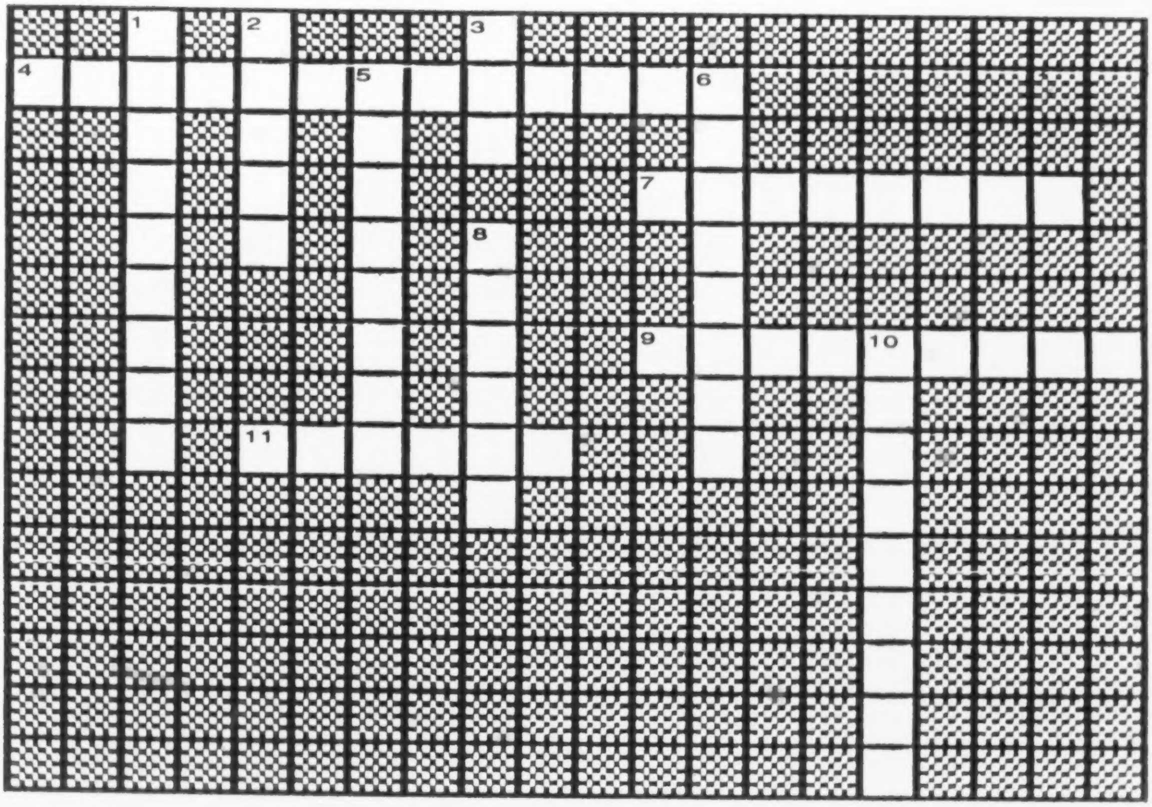
3. ______________________________

4. ______________________________

5. ______________________________

Name ______________________________ Date ______________

A CROSSWORD CHALLENGE



ACROSS CLUES
4. separating text with blank lines
7. the printed copy
9. a list of the files found on a disk
11. the positioning of text on a page

DOWN CLUES
1. the 80 space measurement of the screen
2. a word or groups of words
3. a column setting that makes the cursor move to a set location when it is pressed
5. the screen copy
6. pictures made on a computer
8. a second copy of a disk or file
10. a single letter, number punctuation mark, or symbol

Topic 23: Writing and Editing Descriptions

Aim: How do we write and edit descriptions?

Performance Objectives: Students will be able to:

- identify the components of setting
- type and edit a setting
- identify the components of a character description
- type and edit a character description

Materials:

- worksheets 23.1-23.4
- software: DOS, PC-Write, students' data disks

Do Now:

Write a sentence describing yourself.

Vocabulary: setting, character, mood

Motivation:

What was the best story you ever read? Why? Where did the story take place? How was that place described by the author? Who were some of the people in the story? What do you remember about them? In this lesson, you will describe both a place and a person.

Development:

1. Discuss the definition of description and what makes it good. (Elicit - the right words to create a picture and a feeling.) Discuss how to find the right words. (WORD BANK, dictionary, and thesaurus).
2. Distribute Worksheet 23.1. Have the class discuss why computer writing is easier than using a paper and pen. Have them complete the reasons on the worksheet.
3. Have the class read the components of setting. Emphasize the mood. Explain how words create a mood. Ask them to help you make a list on the board of words that can make the woods seem frightening. Next, have them help make another list of the words that can make the same forest a beautiful, happy paradise.
4. Discuss the possibilities for setting topics on Worksheet 23.2. Tell the class to start deciding on the place that they would like to describe.
5. Have them load the program. They should then close their eyes. Tell them that you are going to read two short descriptions (located in #3 on Worksheet 23.2). After they hear each one they will decide what mood was created. They will fill in the blanks next to Paragraph 1 and Paragraph 2.
6. Have the students type a setting using their WORD BANK. They should edit, proofread, save, and print. They should draw a picture to go with their setting for a bulletin board display.

7. Distribute Worksheet 23.3. Have the students read the two character descriptions. Have them locate descriptive words in each. Have them explain what they learned about each character. Mention the importance of an author's style. Compare the styles of Steinbeck and Welty.

8. Ask the class to read the list of the things that they can include in a character description on Worksheet 23.4. Discuss the importance of including at least a few of them, but not using all of them.

9. Have them name a new file CHAR and read the list of possibilities for a character description. They should fill in the blanks on the bottom of Worksheet 23.4 to help plan. They should then type their descriptions using their WORD BANKS.

10. They should then edit, proofread, save and print their character descriptions. They should share their descriptions with the class.

Application:

Find an example of a good setting and a good character description in a novel or short story. Type them and then explain why you chose them. Be sure to include the name of the story and the author.

Summary:

1. What makes up a setting?
2. What makes up a character description?

Homework:

Choose a room in your home. Look at it carefully. Write a setting description.

Enrichment:

Find pictures of people or places in magazines. Bring them to class for a file. Write a description of one of the people or places in one of the pictures.

TOPIC 23

Name ______________________________ Date ____________________

WRITING AND EDITING DESCRIPTIONS

By now you will probably agree that it is easier to write using a computer than a paper and pen. What are some of the reasons?

____

____

____

In this assignment you will write descriptions. You will create descriptions of places which are called settings. You will also create descriptions of people which are called character descriptions. It is very important to use your WORD BANK to do this assignment.

WRITING ABOUT SETTINGS

Everything takes place somewhere. The setting is where a story takes place. You will get an opportunity to write several settings that could be used in stories. These are some things to consider when describing a place:

The locale (city, mountains, desert, ocean, etc.)
The weather (hot, cold, rainy, windy, etc.)
The season
Appearance (attractive, ugly, rundown, etc.)
Time of day
Past, present, or future
The mood or feeling of the place

23.2

Name ______________________________ Date ______________ FILE = PLACE

TOPICS FOR SETTINGS

Read the list of possibilities for setting descriptions. Either use one that you see here or one of your own.

- a sunset
- a blizzard
- a hurricane
- a sunrise
- a fog
- a power failure
- an amusement park
- a forest
- a parade
- a picnic
- a farm
- a party
- a concert
- a ballgame
- a birthday party
- a wedding
- a school bus
- the mountains
- the city
- an island
- the ocean
- a pool club
- a camping trip
- a ranch
- a church
- a school
- a room
- a classroom
- the subway
- an airplane
- an airport
- a bus
- a car
- the desert
- a skyscraper
- the country
- a graduation
- a museum
- a hot beach

Do the following:

1. Load your word processing program. Name a new file PLACE.

2. Before you begin typing, close your eyes and imagine that you are there. Include sense words, nature words and feeling words.

3. Try to create a mood. Read the two paragraphs below and write the mood that the author created in the blank.

   The blood-red sky looked like crimson satin. The day was approaching its grave as the wind whipped around the autumn leaves like a rattlesnake gone mad. The body of the thin girl was shivering like a frightened rabbit.

   Paragraph 1 - Mood ______________________________

   The magical sun was casting its spell. The glow that it created as it started to set made the faces of the children in the amusement park shine. The warm, summer breeze as the night sneaked in was refreshing and made the sound of the children's laughter even more marvelous.

   Paragraph 2 - Mood ______________________________

4. Type your setting description. Edit it and proofread carefully. Save your work. Print a copy.

5. Draw a picture to go with the setting. Help make a class bulletin board.

You'd have to do research if you wanted to describe the moon.

Name ______________________________ Date ______________ FILE = CHAR

WRITING ABOUT PEOPLE

At the heart of writing is knowing how to describe people. All great authors know how to create memorable characters. It is not easy to do it with style. You must work at it by editing and editing again. Read these examples of some great characterizations:

from "Flight" by John Steinbeck

And there was Pepe, the tall smiling son of nineteen, a gentle, affectionate boy, but very lazy. Pepe had a tall head, pointed at the top, and from its peak coarse black hair grew down like a thatch all around. Over his smiling little eyes Mama cut a straight bang so he could see. Pepe had sharp Indian cheekbones and an eagle nose, but his mouth was as sweet and shapely as a girl's mouth, and his chin was fragile and chiseled. He was loose and gangling, all legs and feet and wrists, and he was very lazy. Mama thought him fine and brave, but she never told him so. Pepe was sitting on the ground with his back against a box. His white teeth glistened. Pepe smiled sheepishly and stabbed at the ground with his knife to keep the blade sharp and free from rust. It was his inheritance.

from "A Worn Path" by Eudora Welty

Far out in the country there was an old Negro woman with her head tied in a red rag, coming along a path. Her name was Phoenix Jackson. She was very old and small and she walked slowly in the dark pine shadows, moving a little from side to side in her steps, with the balanced heaviness and lightness of a pendulum in a grandfather clock. She carried a thin, small cane made from an umbrella, and with this she kept tapping the frozen earth in front of her. She wore a dark striped dress reaching down to her shoe tops, and an equally long apron of bleached sugar sacks, with a full pocket: all neat and tidy but every time she took a step she might have fallen over her shoelaces, which dragged from her unlaced shoes. Her eyes were blue with age. Her skin had a pattern all its own of numberless branching wrinkles as though a whole little tree stood in the middle of her forehead, but a golden color tan underneath, and the two knobs of her cheeks were illumined by a yellow burning under the dark. Under her red rag her hair came down on her neck in the frailest of ringlets, still black and with an odor like copper.

****

After completing the following, discuss the techniques the authors used in describing the people.

1. What did you learn about Pepe? ______________________________

____

____

2. What did you learn about Phoenix Jackson? ______________________

____

____

Name ______________________________ Date ____________________

WRITING ABOUT CHARACTERS

You probably noticed that there is more to creating a character than describing the person's face and body.

1. These are some of the things that might be included in a character description:

    a. The person's name (real or nickname)
    b. Color and style of hair
    c. Color and shape of eyes
    d. Nose, mouth, skin
    e. Weight, height, body build
    f. Clothing, shoes
    g. Body movement
    h. Like and dislikes
    i. Mood of person
    j. Feeling others get when near the person
    k. Thoughts and feelings
    l. Posture or actions, such as biting nails, twisting hair, scratching head, wrinkling forehead or face, tapping fingers or foot, yawning, etc.
    m. Beliefs and values

2. Name a new file CHAR.
3. Use your WORD BANK to create a believable character.
4. Edit, proofread and save.
5. Print your character description.
6. Share your character description with the class.

SOME POSSIBILITIES FOR CHARACTER DESCRIPTIONS

1. A member of your family
2. A teacher, principal, doctor, policeman, fireman, store owner, neighbor, politician
3. A friend or classmate
4. A sports fan, coach or player (baseball, football, hockey, basketball, etc.)
5. A gangster
6. A homeless person
7. An Olympic athlete
8. A mountain climber or skin diver
9. A king, queen, prince or princess from long ago
10. A creature from outer space

****

Make a list of some of the ideas for your character.

______________________ ______________________

______________________ ______________________

______________________ ______________________

Topic 24: Creating a Short Story

Aim: How do we create a short story?

Performance Objectives: Students will be able to:

- identify the different types of conflict
- identify the different types of point of view
- plan a short story
- type and edit a short story
- print a short story
- create pictures for a short story

Materials:

- software: DOS, PC-Write, students' data disks
- worksheets 24.1-24.4
- art supplies: construction paper, oaktag, markers, paints, etc.

Do Now:

Write the title of the best story you have ever read. Write a sentence explaining the reason.

Vocabulary: conflict, point of view, plot, complication, climax

Motivation:

Make copies of one or two of the following stories for the class to read: "The Tell-Tale Heart" or "The Cask of Amontillado" by Poe, "The Gift of the Magi" by O'Henry, "The Necklace" by de Maupassant, or "The Most Dangerous Game" by Connell. After reading the story, discuss the reasons why it is so popular and has stood the test of time. Explain that writing a short story is a very challenging assignment.

Development:

1. NOTE: This lesson will probably take 3 to 4 days to complete. Ask the class if they have ever had a conflict. Elicit the definition. Distribute Worksheet 24.1. Read the information on conflict. Discuss the different types. Have the class think of examples of each. Also, have them think about the story or stories they read earlier in the lesson and decide what type of conflict was evident. Tell the class to start deciding what type of conflict they would like to write about.

2. Ask the class if they have ever heard two people tell about something that happened, but explain it in different ways. They were probably seeing it from different points of view. Distribute Worksheet 24.2. Read and discuss the information on point of view. Have them decide what type they would like to use for their original stories.

3. Tell the students that it is now time for them to think of an idea. Distribute Worksheets 24.2 and 24.3. Discuss both the STORY IDEAS and STORY OPENERS. Tell the class that they are not limited to these. If possible, they should think of a story idea that is original.

4. Review the meaning of setting and characterization. Have the class complete MAKING A STORY PLAN. Discuss the elements of plot. The beginning includes the time and place (setting). Next the conflict is established. Complications or twists and turns in the plot are next. The high point or climax is what the reader is waiting to find out. Finally, the conclusion makes the story seem ended, since the climax often leaves the reader still feel a "little up in the air."

5. Go over each story plan with the students before they begin typing. Offer suggestions.

6. Distribute WRITING A SHORT STORY - Worksheet 24.4. Have the students load the program and begin typing their stories. The filename is STORY. Go over #3 through #7 to make sure the class understands what to do.

Application:

Discuss the different types of proofreading - for content, spelling, typing, grammar, etc. They should sit with a partner and read and revise one another's stories. Students should first proofread for content. After the content is satisfactory, they should proofread for spelling, grammar, etc. Edit, save and print the stories.

Have them complete the REVIEW on Worksheet 24.4.

Summary:

1. What are the different types of conflict?
2. What are the different types of point of view?
3. What are the steps involved in planning a short story?

Homework:

Design the pictures for your short story. Bring them to class to make a class story book or a large story display.

Enrichment:

Write a story that involves you and five of your classmates. Type and print it. Create pictures to go with it.

TOPIC 24

Name ________________________________ Date ______________ FILE = STORY

CREATING A SHORT STORY

I think I'll write a story in which I'm a famous pitcher on the NY Mets!

Did you ever have a conflict? ______________ What does conflict mean?

____.

Every story has some type of conflict. It is a struggle between two opposing forces. With the conflict come problems and tension. All the aspects of the characters interacting in relation to the problems create the plot. The reason that we keep reading a story instead of stopping is that we are interested to find out how the characters react to the problems and, most importantly, how the story will end.

Before you begin writing a short story, you must decide on what form of conflict you will create in the plot which is the story plan. These are the five types of conflict:

1. Conflict with another character or characters.

2. Conflict with society, which means the character goes against the basic way of behaving.

3. Conflict with self, which means that a character is faced with a difficult choice within himself/herself.

4. Conflict with the unknown, such as the supernatural, fate, magic, death, etc.

5. Conflict with nature, such as a hurricane, volcano, blizzard, etc.

Name ____ Date ____________________

POINT OF VIEW

You must decide from whose point of view the story will be told. As the narrator tells the story, he/she can see it from different points. Once you decide on the point of view, you must continue to use it throughout the story. These are the ways a story can be told:

First person - The narrator tells the story as if he/she is there and uses "I, we, my, me, our, and us." This is an example: "I'll never forget the day we moved away."

Third person - The narrator is not part of the story at all and uses "he, she, it." In some stories the narrator only sees what is happening. This is an example: "He shook his head as he cast a long look at the house that had been his home for fifteen years." In others this third person narrator knows what one or more of the characters are thinking and feeling. This is an example: "He felt a lump in his throat and an aching in his whole body as he sadly walked away from his home on moving day."

PLANNING YOUR STORY

It is important to thoroughly plan a story before you begin writing it. The first task is to decide on an idea. Either decide on an original idea or use one of these story ideas or story openers:

STORY IDEAS -

1. The incident where you broke a bone or tooth.
2. A person on his/her wedding or graduation day.
3. The first day a character begins a job.
4. A student making a decision to drop out of school.
5. A person is trying to rescue someone.
6. A person is lost, either physically or mentally.
7. A person has been kidnaped.
8. A character who is a hermit hears a very loud knock on the door in the middle of the night.
9. A person goes back or forward in time.
10. A person is a secret agent or detective.
11. A person in a storm, blizzard, hurricane, tornado, flood, etc.

STORY OPENERS -

1. The doctor tried to prepare me, but when he removed the bandages...
2. I came out of the theater at midnight and felt someone watching me as I dropped my keys on the ground.
3. I was home alone when the lights went out. I felt a chilling breeze on my back.

Put your imagination in high gear when you type your story.

Name ______________________________ Date ______________

4. My team was only one point ahead as the rival team stole the ball and raced down the court.
5. The police car raced through the pouring rain with its siren on full blast.
6. It was a shabby house tucked away behind overgrown weeds.
7. Traveling the subway at night had never bothered me before.
8. The thief was going through my mother's jewelry as I walked into her bedroom.
9. If only I hadn't seen them rob the car, they wouldn't have followed me home.
10. After staggering for a mile through the blinding snowstorm, he no longer felt his toes.

****

MAKING A STORY PLAN

After you decide on an idea for a story, plan it using this format:

1. The setting (time, place, mood, etc.) ______________________________

____

2. The conflict ______________________________________
3. The main characters ______________________________

____

4. The point of view ______________________________
5. Possible title (write several) ______________________________

____

6. The plot

   a. Beginning ______________________________________

   b. Conflict ______________________________________

   c. Complications (twists and turns) ______________________________

   ____

   ____

   d. High point (climax) ______________________________

   e. Conclusion ______________________________________

Name ____________________ Date ____________

WRITING A SHORT STORY

1. Load your word processing program.
2. Name the file STORY.
3. Take out your WORD BANK so that you can refer to different sections as you write. Type the beginning of the story. This should include the setting and should establish the mood.
4. Introduce the characters through good description. Also establish the conflict.
5. Write the different complications that the character or characters must face.
6. Build the story to a high point of interest. Type the climax.
7. Type the conclusion in which the conflict is resolved.
8. Edit the story. Use the WORD BANK again to make your story better.
9. Save and print the story.
10. Proofread carefully and edit the story.
11. Save the story and print your final draft.
12. Make pictures to go with the story. Either help make a class story book, or display your story on oaktag or construction paper for a class project.

****

REVIEW

1. What is included in the setting? ____________________

____

2. What are the different points of view? ____________________

____

3. What are the types of conflict? ____________________

____________________ ____________________

____________________ ____________________

4. What is the plot? ____________________

5. What is a complication? ____________________

6. What is the climax? ____________________

7. What are some methods of creating good characterization?

____

____

Topic 25: Creating a Class Newspaper

Aim: How do we create a class newspaper?

Performance Objectives: Students will be able to:

- plan a class newspaper
- write newspaper articles
- type and edit articles
- proofread newspaper articles
- print articles
- lay out articles
- print final copy of newspaper
- duplicate newspaper
- collate newspaper
- distribute newspaper

Materials:

- worksheets 25.1-25.3
- software: DOS, PC-Write, students' data disks, other software for newspaper if available - PC Paint, Story Maker, Print Shop, Printmaster, or similar software for original graphics or ready made pictures
- copies of newspapers - the Daily News, the Post, the New York Times, The Wall Street Journal, The Weekly World News, Newsday, etc.
- drawing pens and paper

Do Now:

Have you ever helped create a class newspaper?
Write two or three sentences about the experience.

Vocabulary: masthead, proofread, layout

Motivation:

Computers have changed daily newspapers. Word processors have made the reporters' job of writing and editing a breeze. In addition, newspapers get many of their stories from wire services such as Associated Press (AP) and United Press International (UPI). The stories from these services appear on computer screens in newsrooms all over the world. What are some possibilities for the newspapers of the future?

Development:

1. Distribute copies of the newspapers and Worksheet 25.1. Have class compare them by asking the following:

   a. What type of paper is it?
   b. Who would read it?
   c. What makes it popular?
   d. What is the price?
   e. Does it present the news in a sensational style, or does it just stick to the facts?
   f. Would you buy this paper? Why or why not?

2. Go over the entire process of making a class newspaper on Worksheet 25.1 to give the students an idea of the length of time it takes to put together a newspaper. Discuss how newspaper companies are able to make

papers almost overnight. Discuss the use of the computer in newspaper publishing. Discuss this time frame:

Day 1 - Compare the copies of the newspapers. Discuss possibilities for what to include.
Day 2 - Discuss Worksheets 25.2 and 25.3. Make a list of topics for inclusion.
Day 3 - Type the articles. Also, look through the files on your disk of the creative writing that is included.
Day 4 - Edit, format and print articles.
Day 5 - Proofread, edit and reprint if necessary.
Day 6 - Several students work on artwork and others do the layout.
Day 7 - Print, proofread again, and redo anything that is still not correct.
Day 8 - Collate the papers. Distribute the papers.

3. Distribute Worksheets 25.2 and 25.3. The first step is to have the students decide on the types of articles they want to feature. Read and discuss the topics. Once the class has decided on the types of articles and whether they want to feature creative writing too, they can begin writing the material.

4. The class should be divided into committees to read and edit the articles. They should decide on the best ones. Everyone in the class must have at least one article or one piece of art work. After that the articles can be right justified and the margins set to format the narrow column style look of a real newspaper.

5. The students should do the art work. They can do original work with a program such as PC-Paint or Story Maker. If they want ready made pictures, they can use Print Shop or Printmaster. They can also draw pictures.

6. Before the students print the copy, they should be trained to use the printers correctly. Explain handling connections such as the cables, as well as handling the paper. When they feel confident, they should print the copy. They should also print headlines and a banner style masthead (name of the paper) after a name has been chosen for the paper.

7. The students should proofread carefully. Proofreading means to search for any type of error. If there are mistakes, they should be corrected.

8. The groups should lay out the various sections trying to incorporate pictures or drawings.

9. The newspaper should now be printed or photocopied.

10. The class should collate the paper.

11. The copies should be distributed.

Application:

Send a copy of your class newspaper to neighboring schools. Ask them if they are interested in making a class newspaper, too. Tell the other schools that you would like to exchange future issues. If possible, invite them to your class so that you can demonstrate how the paper was developed.

Summary:

1. How did you plan the class newspaper?
2. How did you decide which article to write?
3. How did you type the articles in newspaper format?
4. What is proofreading?
5. How did you lay out the paper?
6. How did you duplicate and collate the papers?

Homework:

Take a copy of your class newspaper home. Ask your family to look at it and give you their impressions. Write a short paragraph which includes some of their comments and reactions.

Enrichment:

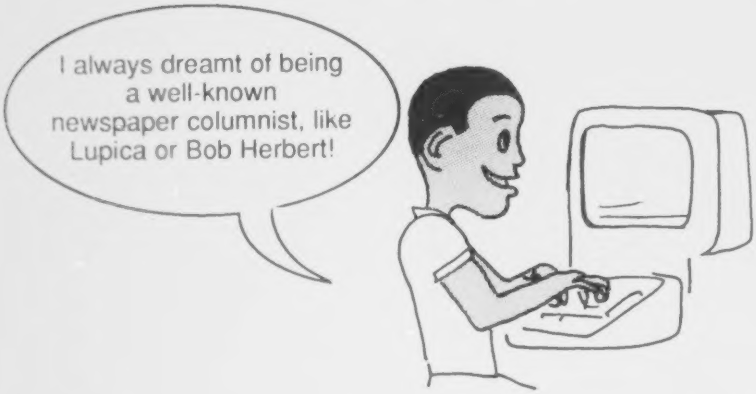
1. Some people feel that many of our newspapers will one day be available on our home and office computers. Write a paragraph explaining whether you think this will happen. Also, explain whether you think it is a good idea.

2. Cut out articles in newspapers about the use of computers.

TOPIC 25

Name ______________________________ Date ____________ FILE = NEWS

CREATING A CLASS NEWSPAPER


I always dreamt of being a well-known newspaper columnist, like Lupica or Bob Herbert!

Before you start creating a class newspaper, look at some real newspapers - The Daily News, Newsday, and local papers - to help you to come up with a class list of ideas for possible things you would like to include in yours. Try to make your paper really special. Everyone in the class should contribute at least one piece of work. Use some of the work from other assignments such as poems, stories, etc. The next two pages explain possible topics and sections.

1. Once you have decided what you would like to write, create a file called NEWS. Type possible contributions to the newspaper. Do more than one so that your best work can be selected.
2. Print all the articles.
3. Some of the group responsibilities are as follows:

    a. Read the work and choose at least one contribution from everyone.
    b. Edit and right justify the articles after deciding on the number of spaces to use for each line (make narrow columns like a real paper).
    c. Do the artwork (original drawings or paint programs such as PC-Paint or Story Maker) and a banner (hand drawn or made with Print Master or Print Shop).
    d. Retype, if necessary, and do the layout.
    e. Do final editing, proofreading and printing.
    f. Duplicate and collate the copies for distribution.

4. Distribute copies of the paper to the principal and other classes in your school as well as your family. If the duplicating had to be paid for, you may want to sell the papers for a nickel or dime.

Name ______________________________ Date ______________

TOPICS FOR THE CLASS NEWSPAPER

FIRST PAGE STORIES

Writing stories about the most important events that happened in your neighborhood, your school, your class, or to any of the members of the class might be included on the front page. Include the answers to the questions Who, What, When, Where, Why, and How. The most important information in the story should be in the first few sentences.

EDITORIALS

An editorial is a column representing the views of the editors of the newspaper. You may wish to choose a class editor. In an editorial, the editors give their opinions on current topics. These are different from most news stories because other news stories do not usually contain opinions. The class may want to make a list of controversial topics for editorial writing. These are some examples:

The local park is in terrible condition.
Tow truck drivers do not obey the laws.
There should be a law against smoking.
There are too many school rules.

THE FAMILY PAGE

The family section of a paper is an important feature for light reading. This section includes stories about births, weddings, etc. It also includes recipes, dieting information, fashion and decorating.

THE SPORTS SECTION

One of the favorite parts of any newspaper is the sports section. A sports calendar for your school could be included in this part. Coverage should be given to anyone in the class on a team. Team standings could also be listed. Include stories on people who enjoy sports such as recreational biking, fishing, or jogging. Several members of the class could volunteer to be sports writers. They could write sports columns where they give their opinions.

SPECIAL FEATURES

Special features can be about places, people or issues. Interviews can also be included, as well as travel articles. You may wish to include a creative writing section featuring the very best poems and stories.

Name ______________________________ Date ______________

MORE TOPICS FOR THE CLASS NEWSPAPER

ENTERTAINMENT SECTION

One of the most popular parts of a paper is the entertainment section. Possibilities for inclusion are: comic strips, cartoons, original puzzles and games, movie, VCR video, and TV show reviews. A class survey could be taken of the favorite movie, favorite singer, etc. Stories about movie stars and other performers could be written.

CLASSIFIED ADS

Perhaps you or a member of your family has something to sell or is looking for a particular item to buy. The classified ads section is the place to advertise. A Personals section could be included here.

HOROSCOPES

Horoscopes usually interest everyone. A small group could team up to write some exciting ones for the paper. Pictures of the signs could be included as well as people who are born under various sign.

THE WEATHER SECTION

The weather is always news. The current weather as well as predictions for future weather for your area could be listed. Weather stories - How to Beat the Heat, Dressing for Winter, etc. - could also be included.

ADVICE COLUMN

Everyone loves to read columns such as Ann Landers or Dear Abby. A group of students could be in charge of answering letters written by other members of the class. A letter box should be made for your classroom.

Movie Review

The special effects in the haunted house scene sent shivers down my back..........

Topic 26: Writing a Research Report

Aim: How do we write a research report?

Performance Objectives: Students will be able to:

- . decide on a report topic
- . locate research material
- . narrow the topic down
- . make an outline
- . write the purpose of the report
- . paraphrase the research material into a written report
- . edit and proofread the report
- . save and print the report
- . write and print a bibliography
- . design a cover
- . create pictures and maps to accompany the report

Materials:

- . worksheets 26.1-26.2
- . software: DOS, PC-Write, students' data disks
- . almanacs
- . world map

Do Now:

List three types of conflict.

Vocabulary: paraphrase, card catalog, Readers' Guide to Periodical Literature, bibliography

Motivation:

Have you ever been to another country? Which one? How was it different from ours? How was it the same? Are you interested in learning more about it? If not, which country are you curious about? In this lesson you will write a report on a country.

Development:

1. NOTE: Preliminary lessons should be presented on library research, paraphrasing, creating outlines for reports and writing a bibliography.

   Distribute Worksheet 26.1. Have the students brainstorm the different things that might be included in a report about a country. Make a list. Compare it to the list on the worksheet.

2. Display the world map. Let the students look at it in small groups. The other groups will be looking at the almanacs. They will all decide on which country interests them.

3. Do preliminary work using a card catalog and the Readers' Guide to Periodical Literature. Arrange at least one group trip to the library. Assist the students in finding sources.

4. Help the class narrow the topics down. They will type an outline. Again, preliminary lessons should teach this skill.

5. Check each outline and offer suggestions.

6. Have the students type the purpose of the report. Read each one to make sure the topic is not too general. Have them refer to the example on Worksheet 26.2.

7. The students will type the reports. They will save and print them, then proofread, edit, save and print again.

8. They will type and print a simple bibliography. Make sure to explain this in a preliminary lesson.

Application:

Write a short story that is set in the country you researched.

Summary:

1. How did you locate research material?
2. How does an outline help to write a report?
3. What was the purpose of your report?
4. What does paraphrase mean?

Homework:

Create pictures, maps and a cover for your report.

Enrichment:

Research another country in a different part of the world. Compare it to the one that you researched in this lesson.

TOPIC 26

Name ______________________ Date ______________ FILE = REPORT

WRITING A REPORT ABOUT A COUNTRY

LIBRARY
Join me for a research expedition in the school library. I love a good challenge. Don't you?

Which country are you interested in learning more about? ______________

Why? ____

In this assignment, you will research and type a report about a country other than the United States. What are some of the things that are important to know about a country?

____

____

See if you included these on your list:

location
capital
leader
type of government
natural resources
per capita income
language/languages
important rivers, mountains, etc.
history/early development
relations with neighboring countries
war history

major employment
exports/imports
music
art
food
dance
currency
customs
religion/religions

Name ______________________________ Date ______________

REPORT WRITING PROJECT

1. Look at the map of the world in your classroom. Decide on the country that you would like to research. It is important that all the continents are covered by the members of your class; therefore, choose another country if someone else has already decided on your choice.

2. Go to the library. Ask the librarian where the card catalog and Reader's Guide to Periodical Literature are located. Since your teacher will have already trained you in their use, find several books and magazines on your topic. Also, check the encyclopedia. Copy the material from the encyclopedias and magazines.

3. Skim through your material. Decide how you want to narrow it down. You should not try to include all the ideas from Worksheet 26.1.

4. Organize your report into an outline. Show it to your teacher for approval.

5. Type a few introductory sentences that will state the purpose of your report. This is an example:

   The purpose of my report on Pakistan is to explain how many of the customs and beliefs of earlier inhabitants are retained by the people of the country today.

6. Begin typing your report, following your outline. DO NOT COPY WORD FOR WORD. You must paraphrase. When you paraphrase, you read the material and then state it in your own words. If you wish to quote something exactly, use quotation marks around it and explain whose statement it is.

7. Complete your report. Make sure to have a conclusion. Make a bibliography of your sources.

8. Save and print your report.

9. Edit and proofread your report. Save and print it again.

10. Draw pictures to illustrate it. Also, draw a map of it which includes mountains and rivers.

11. Make a cover.

12. Using the world map in the room, paste a star on the exact location of your country.

13. Present the report to the class, pointing it out on the map.

Topic 27: Creating Computer Graphics

Aim: How do we create computer graphics?

Performance Objectives: Students will be able to:

- define graphics
- create initial graphics
- create object graphics
- create person graphics
- create word graphics
- create a graphics/poetry display

Do Now: What is paraphrasing?

Materials:

- worksheets 27.1-27.3
- software: DOS, PC-Write, students' data disks

Vocabulary: graphics

Motivation:

What does this statement mean? - "A picture is worth a thousand words."

Development:

1. Ask the class what the word graphics means. (Elicit - pictures.) Tell them that they will be creating original computer graphics.
2. Have them load their programs. The filename is GRAPHICS.
3. Distribute Worksheet 27.1. Have the class do Activity 1 in which they create their initials.
4. Next, have them look at the example of the tree in Activity 2. Challenge them to create an object graphic.
5. Ask them if they think they can make a person on the screen. Distribute Worksheet 27.2. Have them look at the picture on Activity 3. Encourage them to create an interesting person graphic.
6. Tell the class that if they shape one or two words into an object, they can create an interesting graphic. Have them look at the LOVE example in Activity 4. Have them think of a word and a shape that it reminds them of. They should design a graphic display.

Application:

Have the class read Activity 5 on Worksheet 27.2. Challenge them to create a graphic design and a poem. Distribute Worksheet 27.3 so that they can see the two examples.

Have the class save and print the work for the day. They should display their work in the room or in a booklet.

Summary:

1. What are graphics?
2. Name three of the graphics you designed.

Homework:

Find a picture at home of something you would like to duplicate or interpret on the screen.

Enrichment:

Look in magazines for examples of graphics which you think were designed with a computer program.

TOPIC 27

Name ______________________________ Date _____________ FILE = GRAPHICS

COMPUTER GRAPHICS

Computer graphics is using the computer to make drawings. There are many graphics programs you can use. You will try making graphics displays on your screen with the word processor.

Activity 1 - Initials

As a preliminary practice, you will make the initials of your name. This is an example:

```
         AAAA
        AA  AA
       AA    AA
      AA      AA
     AA        AA
    AAaaaaaaaaaaAA
   AA            AA
  AA              AA
 AA                AA
AA                  AA
```

Activity 2 - An Object

Making letters is easy. This is a much more challenging assignment. You will make an object. Some possibilities are a sailboat, a house, a school, a flag, a tree, a plane, or a car. This is an example of a tree:

```
         ^
        ^^^
       ^^^^^
      ^^^^^^^
     ^^^^^^^^^
    ^^^^^^^^^^^
  ^^^^^^^^^^^^^^^
^^^^^^^^^^^^^^^^^^^
        ^^^^
        ^^^^
        ^^^^
```

Name ______________________________ Date ________________

Activity 3 - A PERSON

```
    M M M M M M M M
  M M M M M M M M M M
  M M M M M M M M M M
  M                 M
  M  ____     ____  M
 MM   mm       mm   MM
MMM                 MMM
 MM       mm        MM
  M                 M
   M   |______|    M
    M             M
      M M M M M M
```

Activity 4 - A Word Picture

```
          L O         V E
        L O V E     L O V E
   L O V E L O V E  L O V E L O V
L O V E L O V E L O V E L O V E L O
  L O V E L O V E L O V E L O V E
    L O V E L O V E L O V E L O
      L O V E L O V E L O V E
        L O V E L O V E L O
          L O V E L O V E
            L O V E L O
              L O V E
                L O
```

Activity 5 - CHALLENGE

Think of a word you would like to express in a picture, an object you would like to make, or a poem that you would like to express in graphics. Write a poem to go with the graphics. Type it next to the graphics. These are some ideas:

a building (house, office, school, skyscraper, hospital)

an animal, bird, fish

a moving vehicle (car, truck, airplane, motorcycle)

a holiday graphics display

a scene

See the two examples on the next page.

Name ____ Date ______________________

EXAMPLES OF ACTIVITY 5

```
Majestic beauteous wonders
Of sharp jagged peaks                           ^
Rising to the                ^                 ^ ^
Heavens,            ^       ^ ^               ^   ^
Massive            ^ ^     ^   ^   ^         ^     ^
Towers            ^   ^   ^     ^ ^ ^       ^       ^
Reach            ^     ^ ^       ^   ^     ^         ^
Up              ^       ^       ^     ^   ^           ^
Up             ^         ^     ^       ^ ^             ^
Up      ^ ^ ^ ^           ^ ^ ^         ^               ^
```

****

```
The Apartment House             W W W W W W W W W W W W
                                W                     W
Man’s beehive of                W  mm mm mm mm mm mm  W
  human habitation              W  mm mm mm mm mm mm  W
Red brick structure             W  mm mm mm mm mm mm  W
  is home to hundreds           W  mm mm mm mm mm mm  W
People                          W  mm mm mm mm mm mm  W
  Working                       W  mm mm mm mm mm mm  W
  Sleeping                      W  mm mm mm mm mm mm  W
  Eating                        W  mm mm mm mm mm mm  W
  Washing                       W  mm mm mm mm mm mm  W
  Reading                       W  mm mm mm mm mm mm  W
Different, yet alike            W  mm mm mm mm mm mm  W
All struggling to               W  mm mm mm mm mm mm  W
Cope with                       W  mm mm mm mm mm mm  W
  Crowds                        W  mm mm mm mm mm mm  W
  Filth                         W  mm mm mm mm mm mm  W
  Elevators                     W  mm mm mm mm mm mm  W
  Neighbors                     W  mm mm mm mm mm mm  W
  Parking                       W  mm mm mm mm mm mm  W
Dreaming of homes               W  mm mm mm mm mm mm  W
  in the country                W  mm mm mm mm mm mm  W
With                            W  mm mm mm mm mm mm  W
  Yards                         W  mm mm mm mm mm mm  W
  Pools                         W ___________________ W
  Basements                     W         |           W
  Gardens                       W         |           W
  S P A C E!                    W         |           W
                                W      |  |  |        W
                                W         |           W
                                W         |           W
                                W         |           W
                                W W W W W W W W W W W W
```

Topic 28: The RCT Business Letter

Aim: How do we write an RCT business letter?

Performance Objectives: Students will be able to:

- identify the parts of a business letter
- recognize and correct mistakes in a business letter
- demonstrate knowledge of guidelines for writing business letters
- explain the importance of accuracy
- describe appropriate business letter tone
- type business letters in the correct format
- edit and print letters

Materials:

- worksheets 28.1-28.4
- software: DOS, PC-Write, data disks
- old RCT writing tests

Do Now:

What are graphics?

Vocabulary: inside address, greeting, closing

Motivation:

Listen to this paragraph from a business letter:

You sent me the radio that I ordered. It does not work right. It would be good if you would send me another one. YOU HAVE TO IMMEDIATELY!

Do you think this is a good example of a letter? Why or why not? What should be changed?

Development:

1. Introduce the lesson by stating that not only is learning to write the letter important because it involves receiving a high school diploma, but it is also a very useful skill. There are numerous times each year that your family probably has to send a business letter. Can you think of examples?

2. Distribute Worksheets 28.1 and 28.2. Read and discuss the information on the eight parts of the business letter. Have them refer to the layout of the letter. Explain that correct positioning of the parts is necessary. Thoroughly discuss capitalization, punctuation, and tone of a business letter. Also, explain that the information should be clear and accurate. It is not enough to say a coat was ordered. What else is important to mention if you are writing about a coat?

3. Have the class complete CAN YOU CORRECT THESE MISTAKES? Discuss the responses.

4. Distribute Worksheet 28.3. Have the students read the letter. Discuss errors. Have them make a list. Have the students load their programs. They will name the file LET. They will type the letter, making all corrections. They should edit, proofread, save and print the letter.

5. Tell the class that they will practice typing several other letters. Distribute Worksheet 28.4. Have the students complete the assignments. They should save all their work.

6. Use the old RCT tests for additional practice.

Application:

Write a business letter problem. Exchange it with a classmate. You will each type a letter concerning each other's topic.

Summary:

1. How do you write these parts of a business letter: sender's address, inside address, greeting, body, closing, signature, and name?
2. What type of tone should you use in a business letter?
3. Why is accuracy important in a business letter?

Homework:

Find an ad in a magazine or newspaper concerning a product that is for sale. Write an order letter. Type it when you get to class.

Enrichment:

Look in a newspaper for information about a school or special service. Write a letter requesting information. Send the letter.

TOPIC 28

Name ______________________________ Date ____________ FILE = LET

THE RCT BUSINESS LETTER

The computer is the perfect tool on which to practice for the RCT writing test. The editing feature makes it ideal. In today's lesson, you will practice writing the business letter.

THE PARTS OF THE BUSINESS LETTER

As you read and discuss these 8 parts of the letter, refer to the next worksheet which shows how the layout looks:

Part I - the home address which includes the sender's street and city address. Each word should be capitalized. A comma should be typed between the city and state. Do not abbreviate.

Part II - the date. Type the word for the month. Do not type this: 10/12/90. Type this instead: October 12, 1990.

Part III - the inside address. It includes the person's or company's name who is the receiver of the letter. Each word should be capitalized. If the person has a title, type a comma between the last name and the title (Mr. John Brown, President).

Part IV - the greeting. It is either the person's name (Dear Mr. Jones, Dear Ms. Smith) or a general form (Dear Sir, Gentlemen, Dear Madam). If you are not sure if a woman is married, use Ms. Type a colon (:) after the greeting.

Part V - the body. In the first paragraph, state the problem. Tell who is being affected in the second sentence. Be very specific. The second paragraph should suggest a solution. If necessary, request action. Close with a positive sentence, such as "Thank you for your cooperation" or "I look forward to hearing from you as soon as possible."

PART VI - the closing. Only the first word is capitalized, and a comma follows it. Some examples are: Sincerely, Very truly yours, and Sincerely yours. The phrase Thank You is not acceptable.

PART VII - the signature of the sender. It is placed directly in line with the closing.

PART VIII - the typed name of the sender. It is placed directly in line with the closing.

Work hard on practicing for the RCT writing test to join us at graduation.

28.2

Name ______________________________ Date ______________

THE 8 PARTS OF THE BUSINESS LETTER

I street address
city, state zip code

II date

III inside addressee's name or company name
street address
city, state zip code

IV greeting

V body

(the problem)

(the solution)

VI closing

VII signature

VIII typed name

****

CAN YOU CORRECT THESE MISTAKES?

1. Very Truly Yours ______________________________
2. Brooklyn, NY, 11210 ______________________________
3. President Ms. Mary McCartney ______________________________
4. Dear Ms. or Mrs. Scott, ______________________________
5. 12/25/1990 ______________________________
6. I am very mad about this whole mess. You had better send me my money or ELSE!

____

____

28.3

Name ______________________ Date ______________

ANALYZING A BUSINESS LETTER

Read and discuss this business letter. Check to see whether it follows the guidelines. Circle mistakes. You will be typing this letter, making all corrections.

93 north rd,
Fargo ND, 57273

9/5/90

Mr. James Murphy president
Cable Television inc
4578 Barren Drive
Bismarck, NoDak 57267

Dear James,

Recently, I order cable television from you company. I pay $35 dollars per month for three months. Now, I have decide that I don't like it no more. You say in you're add that I have three months to change my mind and cancle.

Pleese send me a letter saying my cable is cancel. You can come and get the equiment. Do not send me anymore bills. If you do, you will be sorry.

Thank You:

Hardman, Joe

* * *

WHAT IS WRONG WITH THIS LETTER?

Make a list of the mistakes. Include spelling errors and verb usage errors.

BUSINESS LETTER #1

1. Load the program. The filename is LET.
2. Type the letter, making all necessary corrections.
3. Edit, proofread, save and print the letter. Write the signature.

Name ______________________________ Date ______________

TYPING RCT BUSINESS LETTERS

Type and print the following letters. When you have completed all of the assignments, you will meet in a small group to analyze the hardcopies. If you made any mistakes, retrieve the file and edit the letters.

BUSINESS LETTER #2
FILE = SICK

Write to North Shore General Hospital, 589 Healthy Lane, Queens, New York 11896. On September 30 you went to their emergency room with a cut finger. You waited two hours. It wouldn't stop bleeding. You kept telling the nurse, but she kept ignoring you. When you were finally waited on, the nurse gave you a hard time about your insurance. She insisted that you pay cash. You had to have a member of your family hurry down with the money. Later you proved to the hospital that your insurance did cover the treatment.

****

BUSINESS LETTER #3
FILE = VCR

Write to Best Electronics, Inc., 783 Tree Road, Staten Island, New York 11299. You recently received a VCR, Model 567. You paid $329.90. The first time you used it, it ruined one of the tapes that you had made. You are very upset.

****

BUSINESS LETTER #4
FILE = GAME

On November 28, you sent $29.99 to Tom's Toy Factory, 487 Teddy Bear Drive, Westchester, New York 11345 for the game "Stop the Invasion." The game arrived on December 27. You had intended to give it as a Christmas present. Also, the box was crushed and the game was not in good condition.

****

BUSINESS LETTER #5
FILE = RENEW

Two months ago you sent a renewal form and a check for $18.00 to Mysterious Stories magazine. You have not been receiving the magazine. You would like the back issues and a written confirmation that they received your check. Write the letter to Mysterious Stories, 895 Scary Lane, Chicago, Illinois 11234.

Topic 29: RCT Report

Aim: How do we write an RCT report?

Performance Objectives: Students will be able to:

- organize notes for a report
- use the move block command to arrange notes
- identify rules for report writing
- type and edit reports
- proofread and print reports

Materials:

- worksheets 29.1-29.5
- software: DOS, PC-Write, students' data disks
- old RCT writing tests

Do Now:

What are the eight parts of the business letter?

Motivation:

Tell the class that they should listen to this report and decide what's wrong with it.

It lasted from 9:00 A. M. to 12:00. The first time outdoors. Male students looked very hot in jackets and graduation gowns. Speeches too long. Held at Brooklyn College. Started raining at the end. Students too noisy. They threw their hats at one another. Hard to hear speakers. Poor microphone.

Discuss the problems - lack of organization, fragments instead of sentences, no introduction or conclusion, etc.

Development:

1. Introduce the lesson by explaining the importance of knowing how to organize writing. Compare it to an organized bedroom or store. Discuss the advantages of good organization.

2. Distribute Worksheets 29.1 and 29.2. Refer to Worksheet 29.2 as you go through the instructions on 29.1. Stress these three points:

   The opening sentence must explain the report topic. Each paragraph's ideas belong together. The concluding sentence should summarize the report and state the writer's opinion.

3. Make sure the class understands the numbering system for the notes. Mention that the notes are usually not in sentence form. They must be changed to complete sentences. You should add other sentences, especially in the introduction, the beginning of the middle paragraphs, and the conclusion. They should not, however, add facts that are not listed. They must include every note that is given.

4. Have the students analyze the final report on Worksheet 29.2. Have them offer suggestions for improvement.

5. Explain that the class will also get the opportunity to practice the move block command in the report writing that they do. Distribute Worksheet 29.3. They should load the program. After they have organized the notes with numbers and letters, they will type the notes in the order listed.

6. They should proofread to make sure they have included all the notes. Have them use the move block command to sequence the notes.

   Review these steps to move blocks:
   a. Place cursor on the first word to be moved.
   b. Press F6.
   c. Move the cursor to the end of the information you want to move. Notice the highlighting.
   d. Press F6 again.
   e. Move the cursor to the new location.
   f. Press F6.
   g. Press F5 to return the top line to "Reform -."
   h. If you must reformat any line, use the F7 key.

7. They should move the cursor to the top of the report and begin inserting missing information and changing the fragments to complete sentences. They should save and print the file. Then proofread, edit, save and print again.

8. After completing the first report, it is extremely important to meet with the individual students to make sure they have followed all the directions and understand the planning step.

9. Use old RCT Writing tests for additional activities.

Application:

Have the students complete REPORT #2 on Worksheet 29.4

Summary:

1. How do you organize notes for a report?
2. How do you use the move block command to arrange notes?
3. What are the rules to remember when writing reports?

Homework:

Have the class organize REPORT #3. They will type it the following day.

Enrichment:

Write a report about a family event or an outing with your friends.

TOPIC 29

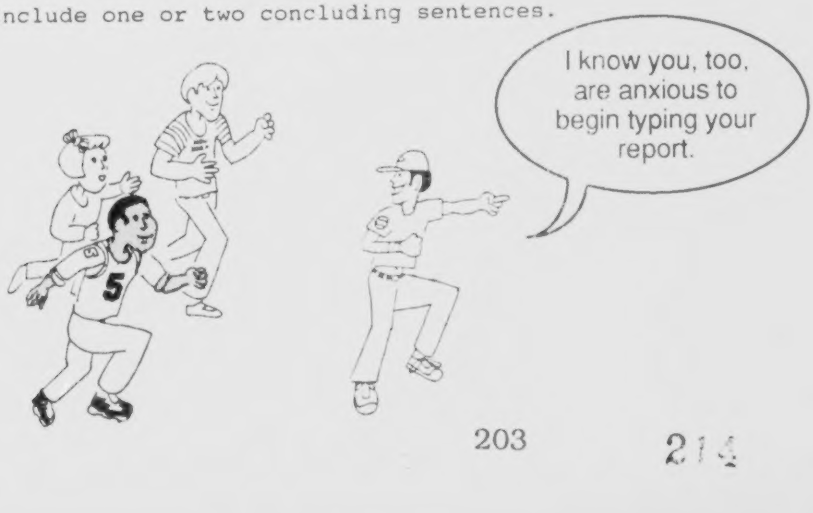
Name ______________________________ Date ______________

WRITING THE RCT REPORT

Many students find the report the most difficult part of the RCT writing test. The main reason is that they do not do the preliminary steps. They begin writing immediately and often produce a confusing final copy. You will learn to handle the report section confidently.

STEPS FOR WRITING THE REPORT

1. Read all the instructions before you start to write. If necessary, read the information several times. Decide who your audience is.
2. Begin deciding how you will organize. Since you must include all of the notes that are listed, it may take five or ten minutes just to organize. Think of major headings. Write down these headings. Number them. You will probably have three or four headings marked 1, 2, 3, and 4.
3. Start reading the notes one at a time. Write the number of the outline section that they should be included in. For example if you feel the first note should be in section 2 of the outline, write the number two next to the item right on the test copy.
4. Go through the notes again. Make sure that the notes are designated for the correct section. A major percentage of your grade is based on whether you organized correctly.
5. You are still not ready to begin writing. You must also decide on the order that you want the notes to appear within each section. Look at all the notes labeled "1." Decide on the order. Label them 1a, 1b, 1c, etc. Now, do the second section - 2a, 2b, 2c, etc. Continue until all the notes are organized.
6. Take one final look at your organization plan. You are finally ready to begin writing your report. Read the introductory statement again. You will include this information in the first paragraph. Write the first paragraph using complete sentences.
7. Write the other paragraphs following your plan. Follow the rules for sentence structure, spelling, punctuation, capitalization and usage.
8. Include one or two concluding sentences.


I know you, too, are anxious to begin typing your report.
5

Name ______________________________ Date ____________________

AN EXAMPLE OF AN RCT REPORT ORGANIZATION PLAN

Read this report question. Analyze the organization and the final copy. Notice the organization numbers and letters.

You have been asked to make a report for the Student Government about the conditions of your school.

NOTES

2D Lack of supervision and students out of control in lunchroom.
1B Cracked windows in the classrooms.
3B Poster contest about keeping the school clean.
2B Food and paper on the lunchroom floor.
1A Writing on the walls in the classrooms.
3E Students to police lunchroom.
1C Overflowing rusty waste paper baskets in the classrooms.
3D Request made to principal to replace cracked windows.
3C "DO NOT LITTER" signs made in art classes.
2C Slippery lunchroom floors because of spilled beverages.
3F More security guards and teachers in the lunchroom.
3A New, large waste paper baskets.
2A Murals in the lunchroom destroyed with graffiti.

This is a report for the Student Government organization on the conditions of the school. I have also been asked to offer suggestions for improvement.

I have noticed several problems in the classrooms. There is a great deal of writing on the classroom walls and many of the classroom windows are cracked. I have also noticed that the wastepaper baskets are rusty and overflowing. These conditions seem to encourage low morale and lack of pride in our school.

The condition of the lunchroom is also not satisfactory. The beautiful murals that the art classes painted have been destroyed with graffiti. In addition, there is a great deal of paper and food on the floor. The lunchroom floors are slippery due to spilled beverages which presents a safety problem. I have noticed that there is a lack of supervision, and the students are often out of control.

There are a number of ways that the conditions of our school could be improved. The school should purchase new, larger wastepaper baskets. It might be a good idea to have a poster contest about keeping the school clean. The art classes could make DO NOT LITTER signs. This might motivate the students to start taking pride in their school surroundings. The broken windows are dangerous and should be replaced immediately. A request to the principal should be made at once. The lunchroom needs much more supervision. We could use students, teachers and security guards.

I am sure you will agree that the problems are real and that we need to join together to take action. If you put my suggestions into effect, we will all reap the benefits.

Name ______________________________ Date ____________ FILE = BUSINESS

RCT REPORT WRITING ASSIGNMENTS

You will now practice writing reports. In addition to creating the reports, you will also be using the move block feature. After you have organized the notes with the numbers and letters, type all the notes. Then use the move block to place them in the correct order. When they are positioned correctly use your editing keys to format the ideas into complete sentences. Add introductory and transitional words, phrases and sentences where necessary.

Load your word processing program. The filenames are on top of each page.

RCT REPORT #1

Your Introduction to Occupations I teacher has asked you to write a report on the interview you had with Mr. Murphy, the director of your school's Business Education Department.

NOTES

Work study positions available in local business offices after school
Representatives from business schools and colleges are frequent guest speakers
Ten experienced teachers in program
Students learn about business careers
Special computer keyboarding classes and programs
Learn computer applications such as word processing, data base, spreadsheet and graphing
Mock, videotaped interviews
A 25-unit computer lab
Local trips to large companies and small businesses
Resume and job application letter writing
Owners of local businesses are guest speakers
One classroom set up as a model office

****

Who is the audience? ____

What are the three or four main topics for this report?

____

____

____

____

29.4

Name ______________________________ Date ______________ FILE = HARVEST

REPORT #2

You attended the Harvest Fair recently. Write a report for your English class about the recent Harvest Fair celebration.

NOTES

Prizes for winning vegetables
Hay rides
Country sing-along band in the afternoon
Baking contest
Tug of war
Took place Saturday, October 1
Stands for sale of craft items
Square dance exhibition
Prizes for homemade clothing
Variety of homemade foods for sale
Event lasted from 10:00 A. M. to 12:00 P. M.
Rides for children
Prizes for leather crafts
Prizes for winning jams and preserves
DJ worked from 7:00 to midnight
Took place at Floyd Bennett Field
Pony rides for children
Softball games for all ages
Sunny day, in the mid-70's

****

Audience ____

What are the three or four main topics for this report?

____

____

____

____

REMEMBER -

The opening sentence explains what the report is about.
Each paragraph's ideas belong together.
Concluding sentence summarizes report and states your opinion.

Report writing will help you learn about many things. For extra credit, write a report about the knights of long ago.

Name ______________________________ Date ____________ FILE = TRIP

REPORT #3

You are planning a trip to California. You will share the report with your social studies class.

NOTES

Chinatown has restaurants and tours
Cost for 7 days is $1200
Free car service from airport to hotel and back again
Payments can be made monthly over a six-month period
Fisherman's Wharf has famous seafood restaurants and a museum
Pool and health club in hotel
Weather is warm during the day, cool at night
Discount on car rentals
Redwood forests nearby - tours available
First class hotel
Outstanding coastline
Includes airfare, hotel, breakfast each day
Disco and seafood restaurant in hotel
Numerous shops and boutiques nearby
Major credit cards accepted
Bus tours available
Boat tours of coast

* * *

Who is the audience? ______________________________

What are the three or four main topics for this report?

____

____

____

____

REMEMBER --

Check your organization plan.
Check to make sure you included all the notes.
Check to make sure all ideas belong together.
Check to make sure you have a beginning and a conclusion.

BALBOA
DISCOVERS
PACIFIC
OCEAN

Why don't you try typing a report about a famous person for extra credit?

Topic 30: RCT Persuasive Essay

Aim: How do we write the RCT persuasive essay?

Performance Objectives: Students will be able to:

- define essay
- determine the audience for the report
- identify the issue of the report topic
- organize an essay
- type a persuasive essay
- follow the guidelines for writing a persuasive essay
- edit and proofread essay

Materials:

- worksheets 30.1-30.4
- software: DOS, PC-Write, students' data disks
- old RCT writing tests

Do Now:

List three guidelines for writing an RCT report.

Vocabulary: audience, essay

Motivation:

Today you are going to have an opportunity to demonstrate that you have opinions. I will read a statement. If you strongly agree, stand up. If you just agree, raise your right hand. If you strongly disagree, walk to the side of the room and stand there. If you just disagree, remain seated.

Statement 1 - Females are the weaker sex.
Statement 2 - The rules in our school are unreasonable.
Statement 3 - The school lunches are pretty good.
Statement 4 - Learning to write is important for my future.

After the students have indicated their opinions on these four issues, have them discuss the fact that everyone is entitled to his/her own opinion and that most of us do not agree on things. Explain that this is human nature. Tell them that they will get an opportunity to back up their opinions in essays in this lesson.

Development:

1. Tell the class that, like the business letter and the report, there are certain guidelines that make essay writing an easy task. Review the guidelines for business letters and reports.

2. Explain that in an essay the writer expresses his or her opinion and backs it up with reasons. Distribute Worksheets 30.1 and 30.2. As you go over the parts of the persuasive essay, have the class refer to the example on Worksheet 30.2.

3. Remind the class that they should only use two reasons. They should not use a half dozen. They must follow the directions on the test. Also, they should write approximately 200 words. They should count them when

they finish. Approximately 25 words should be in the first paragraph, 75 in the second, 75 in the third, and 25 in the fourth. Remember that this is approximate. Do not try to get those exact numbers in each.

4. After the students have discussed the essay on Worksheet 30.2, have them decide whether the argument was convincing. Ask them if they agree with it. Have the students think of two reasons that could be used for changing the lunchroom to a fast-food one. Explain that many of the topics will let the writer go either way.

5. Discuss the suggestions for improving the essay after the students have listed them. Also, have them check to see if the essay follows the guideline and suggestions.

6. Tell the class that several public schools in New York City are thinking about establishig a dress code. Ask them if they would like a school dress code in which they would not be allowed to wear jeans, T-shirts, sweat shirts and sneakers. Tell them that in their first assignment, they will have an opportunity to convince the principal.

7. Have the students load their program. Distribute Worksheet 30.3. Have the students plan their essay. Guide them through typing, editing, proofreading, saving and printing. They should share their ideas with the rest of the class.

8. Use the old RCT writing tests for additional activities.

Application:

Have the students complete ESSAY #2 on Worksheet 30.3 and 30.4

Summary:

1. What is an essay?
2. How do you determine the audience for the essay?
3. What is the essay issue?
4. What are the guidelines for writing an essay?

Homework:

Organize ESSAY #3 on Worksheet 30.4. Bring the plan to class so that you can enter it into the computer.

Enrichment:

Have the students complete at least one entire RCT writing test. Give them a grade, weighing each section as one-third.

TOPIC 30

Name ______________________________ Date ______________

THE RCT PERSUASIVE ESSAY

The ability to write a persuasive essay is not only important for passing the RCT writing test and receiving a diploma, but it is essential for employment applications. Prospective employers often ask you to write an essay about a topic. This will not present a problem to you if you know the parts of a persuasive essay.

PARTS OF A PERSUASIVE ESSAY

Before you begin, do the following:

1. Decide on who the audience is. This means that you must be aware of who you are trying to convince.
2. Define the topic.
3. Think of two major reasons that are convincing.

Paragraph 1 - The first sentence should explain what you want to do and what you believe. The second sentence, and sometimes third sentence, should tell how or why.

Paragraph 2 - This paragraph explains the first reason. You can begin it similar to this: There are several reasons ... The first reason is that ...

Paragraph 3 - This paragraph explains the second reason. You can begin it similar to this: Another important reason is... or The second reason is ...

Paragraph 4 - This final paragraph summarizes the writer's point of view. It restates the idea of the entire composition in a different way.

SUGGESTIONS FOR GOOD ESSAY WRITING

1. The arguments should be logical. They should all back up your opinion.
2. You must have a sense of the audience. Don't write a report trying to convince parents when the idea is to convince your principal. The tone should fit the audience.
3. Use concrete evidence, if possible.
4. Make strong, clear statements.
5. Transitional words should be used for smoothness. For example, use another, in addition to, also, in conclusion, finally, etc.

Name ______________________________ Date ________________

AN EXAMPLE OF AN RCT PERSUASIVE ESSAY

The principal of your school is trying to make a decision concerning a fast-food lunch program (similar to Burger King or McDonald's) in your school. The principal wants to hear the opinion of each student. If it goes into effect, the current type of lunch will no longer be available. Write approximately 200 words convincing the principal of your opinion.

I think that we should not have a fast-food lunch program in our school. I feel that the present lunch program is adequate to meet the needs of the majority of the students.

There are several reasons for keeping the current lunch program. The first one is that fast-food is notoriously unhealthy. Fried hamburgers, fried chicken, fried fish, french fries and shakes are all cholesterol filled, high calorie foods. A school should be a place where pupils learn things in addition to book knowledge. Having fast-food available on a daily basis makes us feel that this is the correct way to eat. Doctors and experts in the health field have done considerable research to prove that eating high cholesterol foods causes heart disease, high blood pressure, weight gain, and many other ailments.

Another reason you should not implement the school lunch program is that the school already offers a popular lunch program. If you visit our lunchroom, you will notice that most of the students eat the school lunch. Very few bring lunch from home. This indicates that a majority of the students are satisfied. Also, fresh fruit and unbuttered vegetables are served daily. Fast-food lunches do not provide these options.

These are the two important reasons for feeling that the lunch program in our school should not be changed. Our present program offers a sensible, healthy way to eat for all the students in the school. Consider the old adage--"If it's not broken, don't fix it."

****

SUGGESTIONS

List some suggestions for improving this essay.

____

____

Would the person who wrote this report eat cereal or M&M's for breakfast?

Name ______________________________ Date ______________

RCT ESSAY WRITING ASSIGNMENTS

Complete the writing activities following the suggestions that were discussed. Load your program. Make a plan on the section that follows the topic.

ESSAY #1
FILE = CODE

Your principal has decided to institute a dress code in your school. The students would not be allowed to wear jeans, T-shirts, sweat shirts or sneakers.

Audience ______________________________

Issue ______________________________

Reason 1 ______________________________

Reason 2 ______________________________

Opening sentence ______________________________

____

Beginning of paragraph 2 ______________________________

____

Beginning of paragraph 3 ______________________________

____

Beginning of paragraph 4 ______________________________

____

* * *

ESSAY #2
FILE = CD

You want to convince your parent to let you spend the $500 you have saved on a CD player.

Audience ______________________________

Issue ______________________________

Reason 1 ______________________________

Reason 2 ______________________________

Name ______________________________ Date ______________

Opening sentence ______________________________

____

Beginning of paragraph 2 ______________________________

____

Beginning of paragraph 3 ______________________________

____

Beginning of paragraph 4 ______________________________

____

* * *

ESSAY #3
FILE = CURFEW

You want to convince your parent that your curfew should be changed. You are 16 years old and you must still be in at 8:00 PM Sunday through Thursday and 10:00 PM Friday and Saturday.

Audience ______________________________

Issue ______________________________

Reason 1 ______________________________

Reason 2 ______________________________

Opening sentence ______________________________

____

Beginning of paragraph 2 ______________________________

____

Beginning of paragraph 3 ______________________________

____

Beginning of paragraph 4 ______________________________

____

Additional Word Processing Activities

After the students have learned how to use PC-Write as well as the printers, it is important to have them do other types of writing. The next set of pages include both creative writing ideas and possible report and letter assignments.

COOPERATIVE LEARNING

One method of teaching that can be used for this part of the unit is the Cooperative Learning model. This style of learning takes away competitiveness and emphasizes cooperation. Since the students are probably accustomed to working in pairs already, you should extend this cooperation by making small groups. Four to a group is ideal. Change the groups from time to time. If possible, print some of the work and publish a cooperative book. Each person's name will be on the group assignments.

These are some guidelines for Cooperative Learning:

1. The task assigned must be very clear.
2. Each person is accountable for the group.
3. It is important to have roles within the group:
    a. The reader who makes sure that everyone reads the assignment.
    b. The writer who is responsible for seeing that any written work is handed in.
    c. The checker who makes sure that the reader and writer are doing their jobs and that everyone understands.
    d. The encourager who tries to get everyone to work to his or her maximum level.
4. When grading the students each person in a group will receive the same grade. You should allow 80 or 90 points for the final printed product and the rest for cooperation and making sure everyone else in the group understands. If you ask someone a question and the answer is not given, each person will have points deducted. This ensures accountability.

SHOWING OFF THE STUDENTS' WORK

One of the best things about teaching computers is that you can guide the class in the creation of very professional looking books. After the creative writing work has been completed, have the groups decide on the best work and print a book. It is best if you include either some original or computer art made with paint or banner programs. This is the perfect way to end the unit.

If you follow your teacher's directions on working together you will all be WINNERS!!

WPA 2

Name ______________________________ Date ____________________

WORD PROCESSING PROJECTS

These word processing assignments will allow you to use your computer for different types of writing. Many of them can be done in small groups or as entire class projects. If possible, do as much printing as possible. Display your work on bulletin boards and in booklets you help make.

USING YOUR IMAGINATION

BEING A PRINCIPAL

Imagine that you are principal of your school for one week. Write a story about your experiences. Put some of your classmates in the story. Include conversations you have with them. Save as PRINCIP.

WINNING THE $1,000,000 LOTTERY

Imagine that you are old enough to have won a lottery. Write a story about what you did when you won, what you said, what you bought for yourself, family, and friends. Tell how your life changed and how you felt about the changes. Save the file as LOTTERY.

A DREAM VACATION

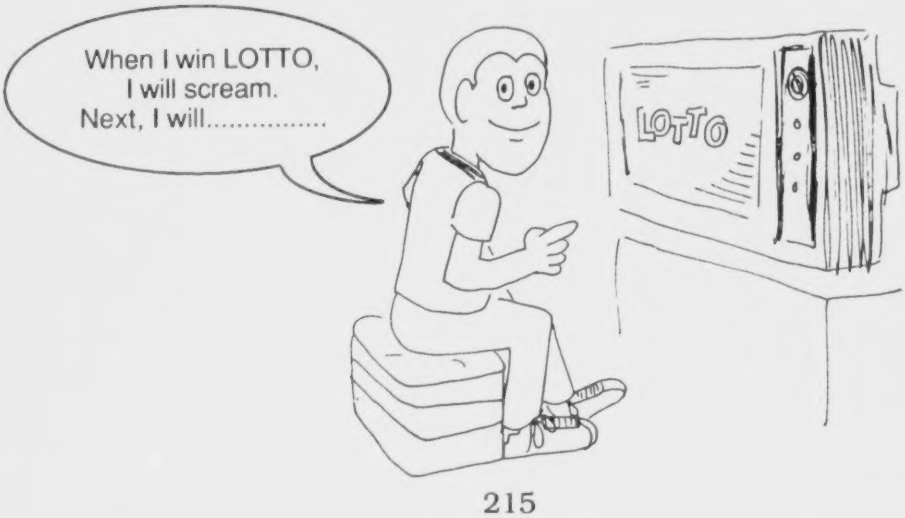
Imagine that you have just won a dream vacation. Write a story about the details of the trip. Tell exactly what you did to make this a real dream experience. Save it as DREAM.

BEING A SUPERSTAR

Imagine that you have become a superstar in sports, TV, the movies, or music. Write a story telling about how hard you worked to get there and the joys and sorrows of being on top. Describe how your life has changed. Save it as STAR.

MY TALKING COMPUTER

Imagine that you have a home computer and it comes alive. Make sure to include conversations you have with the computer. Describe what it does and how you and others react to it. Save it as TALKING.


When I win LOTTO,
I will scream.
Next, I will................
LOTTO

COMPUTER ASSIGNMENTS

Your teacher may want you to complete several or all of these assignments. The most important thing to remember is not to be too concerned with correcting the mistakes. When you do the next chapter you will learn how to edit all your old files. Enjoy yourself!

A COMPUTER DIALOGUE

A dialogue is a conversation between two people. Your teacher will assign a partner for this written conversation. Player 1 will begin by typing a question for Player 2. Player 2 will type the answer. You will take turns typing questions and answers until there is a total of 10 sets. DIALOGUE will be the name of the file.

The screen will look like this:

OUR COMPUTER DIALOGUE
by
____________________ and ____________________

(____________________) - "How old are you?"

(____________________) - "I am 12 years old."

(____________________) - "What's your favorite holiday?"

(____________________) - "Definitely July 4th."

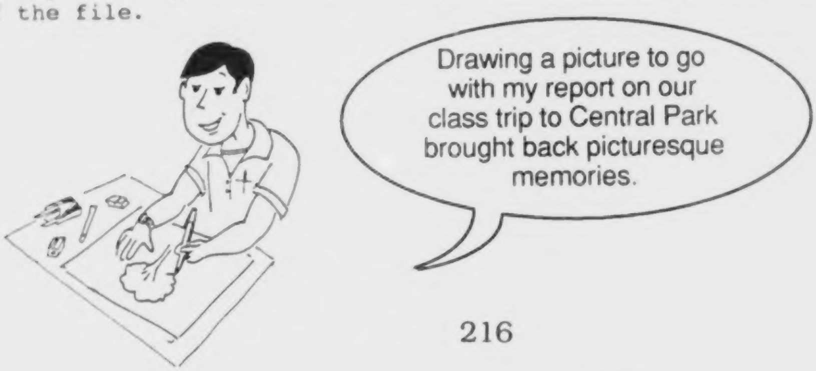
....
....

A MEMORABLE CLASS TRIP

Many teachers take their classes on trips. Think about all the class trips you've been on. In your paragraphs include the name of the place, when you went (month and year), what you learned and what you liked best about the experience. When you finish, draw a picture. Use TRIP as the file name.

A SCIENCE EXPERIMENT

The best part about a science class is participating in experiments. Think of the most memorable experiment you've done. Write a short paragraph describing it. Name the experiment and tell step by step what was done. Explain why this experiment is the most memorable to you. Use SCIENCE as the name of the file.


Drawing a picture to go with my report on our class trip to Central Park brought back picturesque memories.

LETTER WRITING ASSIGNMENTS

Letter writing assignment 1 - A Letter to your Principal

In this assignment you will type a letter to your principal. You will mention several suggestions that you think would make your school even better. You will also include what you like most and least about the school. In the last paragraph you will state your thanks for any help he or she might give to make your school better. Use BETTER as the file name. The letter will look like the one below:

(your street address)
(your city, state and zip code)
(today's date)

(your principal's name)
(name of your school)
(street address)
(city, state and zip code)

Dear _______________:

(two to three paragraphs)

Sincerely yours,

(your name)

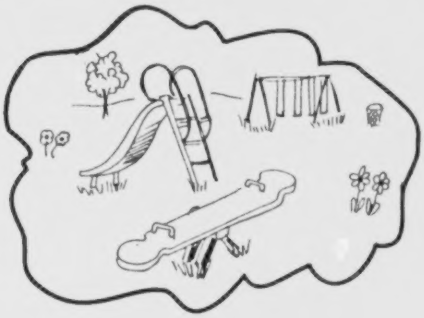
Letter writing assignment 2 - A Letter to the Mayor

In this activity you will write a letter to the mayor of New York City. Your teacher will write his name and address on the board. In the letter include suggestions for improvements you think would make this city a much better place. Include what you like best and least about this city. Remember to thank him for considering your suggestions. The format for the letter will be similar to the one above. Use MAYOR as the file name.

****

Letter writing assignment 3 - Your choice

In this activity you will write a letter to whomever you choose. If possible make this a letter you will actually send. Ask your teacher to help you print it. Use CHOICE as the file name.



Dear Mayor:

Would you like to
hear about a park I've
been dreaming about ?
It...................

FAIRY TALE ENDINGS

The first stories you probably heard as a young child were fairy tales. The problem with them is that they get boring because the endings are so familiar. Type the beginning of a fairy tale you remember. Use your imagination to write a new, modern or totally outrageous story. You may choose one of the openings below or use your own favorite fairy tale beginning. Use **FAIRY** as the file name.

THE THREE BEARS

Once upon a time there were three bears - the papa bear, the mama bear and the baby bear. One day.........

LITTLE RED RIDING HOOD

Once upon a time there was a little girl who always wore a red hood so she was called Little Red Riding Hood. She was on her way to.........

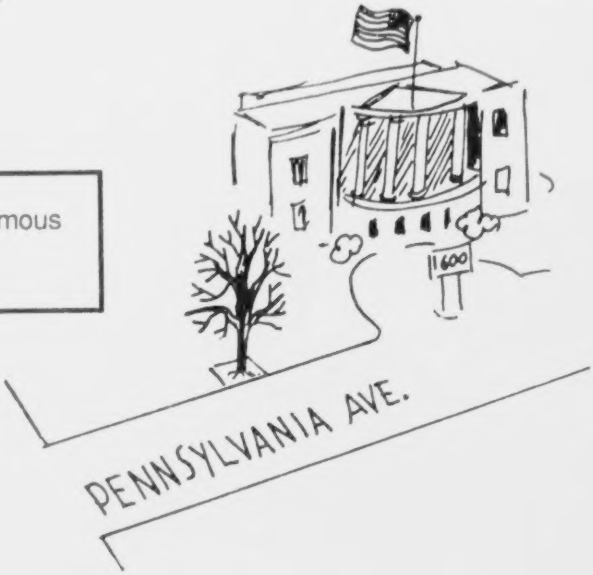
THE THREE LITTLE PIGS

Once upon a time there were three little pigs. They each wanted to build a new house. Amazingly, each one had a totally different idea of what a house should look like. The first little pig built his house of.............

FAMOUS PEOPLE

For this project, you may want to take a trip to the library. You may want to read a biography (a book about a person's life written by another person) or an autobiography (a book in which a person writes about his/her own life). You may also find information about a famous person in a current magazine. You will be typing a short report about this person. It may be a person from the past or someone who is still alive. Include the person's birthplace and date. Try to include information about what the person was like as a child or a teenager. Most of the report will explain why this person is famous. The last paragraph should include your opinion of the person's accomplishments and whether the person could be a hero or role model for you. Use **FAMOUS** as the file name.

You could write about the famous person who lives here!



WPA 6

WRITING CONVERSATION

It is much more interesting to have a story told through the voices of the characters instead of the voice of the writer. That is why the ability to write good conversation is very important.

EXAMPLE OF DIALOGUE

This is an example of a dialogue (a conversation between two people). Notice the punctuation.

Mike asked, "Why can't I go on the weekend trip with my friends? Their mothers are letting them go."

Mike's mother calmly insisted, "There will be no supervision. What if something happens?"

Mike argued, "But, Mom, nothing will happen. I promise to be careful."

"No, you are not going!" Mike's mother proclaimed.

WORDS INSTEAD OF "SAID"

One of the problems of writing conversations is that it is tempting to constantly use the word "said." These are some other possibilities:

argued
preached
debated
recalled
moaned
prayed
sighed
repeated
complained
called
demanded

laughed
whispered
whimpered
grumbled
yelled
joked
insisted
claimed
criticized
screeched
shrieked

teased
scolded
cried
requested
gasped
thought
begged
warned
commanded
kidded
squeaked

TOPICS FOR CONVERSATIONS

Choose one of these situations or one of your own to write one screen of conversation. Try not to use the word "said." Save this assignment as CONVERSE.

1. A teacher and student discussing a report card grade
2. An umpire and a coach arguing a play at the plate
3. A family discussing vacation plans
4. Two women complaining about high prices
5. Two brothers teasing their younger sister
6. A father preaching to his son about not drinking
7. A mother scolding her son and daughter for not cleaning their rooms
8. A doctor and his patient
9. A person requesting information from a telephone operator

STORY STARTERS

Using your imagination to write stories is one of the best ways to use a word processor.

A class storybook complete with pictures can be made. A bulletin board is another great way to display your work. You will be surprised at the length of the stories you write when you use a computer. Read the story starters listed below, choose one, type it, and then use all your creativity to make this a truly exciting story. When all the stories are completed, you and your classmates will share them. Use STARTER as the name of the file.

1. I was home alone just as the lights went out. I felt a cold hand on my shoulder. Suddenly...
2. I was watching the LOTTO drawing on television. They called five numbers. I had every one of them. I waited for them to call the last number. It was.....
3. The robbers had left my younger sister and me tied up in the closet. It had been a long time since I heard them talking. I began to......
4. I came out of the horror movie at midnight. It was cold and rainy. An old truck pulled up along side of me and ....
5. As I walked down the street near my house, I found an old box. In it I found stacks and stacks of hundred dollar bills. I decided to....
6. The doctor tried to prepare me for it, but when the bandages were removed and I looked in the mirror, I saw....
7. My team was down by seven points with only five minutes left on the time clock. I had always dreamed of being a hero, but what happened in the last part of the game was even better than a dream. I took a deep breath and ....
8. My hands were shaking and my heart was pounding as the old dentist called my name. As I nervously sat down....
9. I smiled to myself as I sat behind the wheel of my brand new sports car. I immediately....
10. Traveling by subway at night was something that never bothered me until that unbelievable night. I was alone in the car when all of a sudden.......

STORY CHAIN

A fun way to write really unusual stories is to have the whole class participate in the writing. The first line of a story will be typed at each keyboard. Each person will move to the computer on the right. Another sentence will be typed, and everyone will move again. The teacher will announce when the final line is to be typed. Volunteers will read the stories to the class. Use CHAIN as the file name.

WPA 8

Name ______________________________ Date ______________

WORD PROCESSING TERMS

Read the definitions and choose the correct word from the list.

GOOD LUCK!

****

a. boot

b. blocks

c. character

d. cursor

e. data disk

f. delete

g. edit

h. editor section

i. format

j. graphics

k. insert

l. load

m. program disk

n. retrieve

o. search

p. search and replace

q. Tab

r. text

s. wordwrap

_____ 1. to transfer data from the disk to the computer

_____ 2. to start the program

_____ 3. the information you type

_____ 4. to correct mistakes

_____ 5. the screen where you type and edit

_____ 6. the blinking line that tells you where you are

_____ 7. the automatic movement of words to next line

_____ 8. to add extra letters or spaces

_____ 9. to erase or remove letters or spaces

_____ 10. to set the margins; to prepare

_____ 11. letters, numbers, symbols, or spaces

_____ 12. the disk that contains the word processing program

_____ 13. used to indent five spaces

_____ 14. to get a saved file back on the screen

_____ 15. to find a particular word or phrase

_____ 16. drawings made with a computer

_____ 17. units of text that can be moved, copied, or deleted

_____ 18. to find a word or phrase and change it to another

_____ 19. your personal disk used for saving files

WPA 9

Name ______________________________ Date ________________

FIND THE MESSAGE

Solve the message by using the letter code for each number.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t
21	22	23	24	25	26														
u	v	w	x	y	z														

3 15 13 16 21 20 5 18 19   19 15 12 22 5

16 18 15 2 12 5 13 19   20 8 18 15 21 7 8

9 14 16 21 20,   16 18 15 3 5 19 19 9 14 7

1 14 4,   15 21 20 16 21 20

MAKING YOUR OWN MESSAGE

Create your own word puzzle in the space below. Challenge and time a classmate to solve it.

WPA 10

Name ______________________________ **Date** ____________________

WORD SEARCH

Fill in the missing letters of the terms you learned in this chapter. When you finish, find those same words in the puzzle below. You may search across, up, down, and diagonally.

i ___ p ___ t

___ o f ___ w a ___ e

p ___ o ___ r ___ m

___ l o ___ p ___ ___ i ___ k

___ i s ___ d ___ i ___ e

___ ___ t ___ u t

m ___ n ___ ___ o r

___ r ___ n t ___ r

p ___ o c ___ s ___

h ___ ___ d ___ a r ___

c ___ m ___ ___ t ___ r

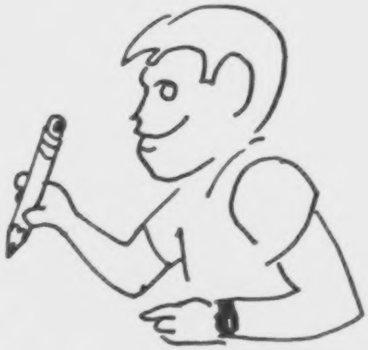
m ___ m ___ r ___

___ e y ___ ___ a ___ d

___ e n ___ r ___ l p ___ o c ___ ___ s ___ n ___ ___ n ___ t

```
r f n h d t y i o p l h n m f v b n m k l p s x c z s d r t
h j k l o i d f g k o p a z x x c v v r b n m m k l o o p p
f g y u i o s f l o p p y d i s k s d o f g h h j k l i o p
d f g b n m k k g h y u e r r t y o u t p u t s s d a q w w
h h m g h h g b d f g k t y u i i o p i m e g h j k l o p p
b c e n t r a l p r o c e s s i n g u n i t j p r o c e s s
f g m s d d d r a s i a a y z x g h j o k t j j e j k l m o
g h o f t s d d d s e v r t b y u i o m v e b m t n n i a f
t t r y u t h j k w l k e f v o n h y y y s r t n e d s r t
e e y r p t y h u i a k m n n i a o p p o s i n i m n n g w
r r t u n i o p m h b r n n m m k r i g h a d v r c v c o a
e e e e i e e t y u i o e p p m n g d f g c o m p u t e r r
f t c a s s e t t e p l a y e r t y h j k l o p t y r t p e
```

Let's race to see who can find all the words first.
"On your mark, get set, Go!"



Word Processing Vocabulary

backspace - the key that erases one space to the left of the cursor

backup - a second copy of a disk or file

bit - one of the eight parts in the computer's memory that make up one byte

block - a word or group of words that is treated as a single unit

byte - the computer's way of measuring memory that consists of 8 bits

center - to place the words in the middle of a line

character - a single letter, number, or symbol

CPU - the central processing unit which is the computer's brain and controls the thinking or processing

cursor - the blinking square that indicates where the next character will appear

cursor movement keys - a set of keys used to control the cursor

data - information typed into a computer

data disk - a disk that is used to store work

delete - to erase characters

disk - a round, flat object that looks like a small record and is used to store computer data

disk directory - a list of the files found on a disk

disk drive - reads from disks and saves data onto disks

double spacing - lines of text that are separated by one blank line

edit - to make changes in the text by inserting and deleting

editor screen - the type of screen that is used to type and edit

file - work that is completed on the computer and saved on a disk

floppy - a computer disk

format - to prepare a disk for use; to change the layout of the screen

graphics - pictures made on the computer

hardcopy - the printed copy

hard drive - permanent storage that is installed into the CPU

hardware - the equipment that makes up the computer system

highlight - to outline a part of the text homerow - the eight keys (asdf jkl;) that are used to type from in keyboarding

input - the step in which data is put into the computer

insert - to add characters into the text

keyboard - the input device that looks like a typewriter

layout - the placement of text on the screen

load - to transfer instructions from a disk to the computer

margin - the blank space around the edges of a printed copy

microchip - the silicon square that contains the CPU

monitor - the computer screen

output - the step in which the answer or result is seen on the screen or printed copy

printout - the paper copy called the hardcopy

processing - the step in which the CPU works on the data

RAM - the temporary memory

reformat - to adjust the lines

replace - a command that changes a word or words on the screen

right justify - to make the words even on both the left and right margins

ROM - the permanent memory

ruler line - the 80 space measurement that is used for setting margins and tabs

scroll - to move the text on the monitor so that different parts can be seen

search - a command that finds a specific word on the screen

single spacing - lines that have no space between them

softcopy - the text copy that is seen on the monitor

software - programs that give the computer directions for specific jobs

starter - the disk that turns the computer system on

tab - a column setting that makes the cursor move to a specific position on the screen

triple spacing - lines of text that are separated by two blank lines

word wraparound - the automatic placement of text on the next line if the last word is too long to fit

write protect - the notch on the disk that allows the user to position a tab over it so that files cannot be saved on it

II

PC-FILE III
DATA BASE MANAGEMENT UNIT

PC-FILE III
Data Base Management

Overview

PC-File III is a public domain data base management program. It can be copied and shared with others. PC-File III will allow you to create a computer filing system.

Objectives

- define a data base
- explain the purposes
- identify data base terms
- plan a data base
- define and create fields and field lengths
- enter and add records
- modify records
- delete records
- display records
- find records
- list and sort records
- print reports

Printing the Documentation

Once you have learned how to use this program, you may want to learn other features. You can print a PC-File User's Guide which is contained on the disk by doing the following:

1. Make sure your printer is ready. Boot the computer with DOS.

2. Remove DOS and place the PC-File III program in the A drive.

3. Type DOC.EXE <ENTER> and follow the simple directions on the screen.

Topic 31: Introduction to Data Base Management

Aim: What is data base management?

Performance Objectives: Students will be able to:

- define data base management
- explain the advantages of data base management
- explain the disadvantages of data base management
- identify users of data bases
- identify how data bases are used
- explain what a data base system can do

Materials:

- worksheets 31.1-31.4
- 6 decks of playing cards

Vocabulary: data base management, category

Do Now: Write the definition of manage.

Motivation:

What filing systems do you use? (Elicit - telephone book, telephone information, card catalog, etc.) Did you know that the telephone information number 411 is really a data base? In this part of the course you will learn about a special computer filing system called a data base.

Development:

1. NOTE: This lesson will take several sessions to complete.

   Ask the class for their definitions of manage. Ask them for the definition of data. Explain that a data base management system manages data or information and places it into files.

2. Tell the class to look at the picture on the first page of Worksheet 31.1. Ask them what is happening in the picture. Have the class read and discuss the advantages and disadvantages of a data base. The students will then answer the questions.

3. Ask the class if they can guess who uses data bases. Distribute worksheet 31.2. Direct them to read WHO USES DATA BASES? Discuss the uses. Have them brainstorm to make an additional list on the board and in their notebooks.

4. Make a list of how various members of the class would use a computer filing system.

5. Distribute Worksheet 31.3. Direct the class to read the introductory paragraph. Have class read and discuss BREAKFAST FOODS. Tell them not to look at the list below the menu and try to come up with how these items on the menu could be placed in different orders. Give them one hint - alphabetical order. After they have suggested different ways to order them, read and discuss the options on the worksheet.

6. Read the introduction to SEARCHING FOR INFORMATION on Worksheet 31.4. Discuss the definition of category. Have the class tell you what four categories are included in this file. Have them explain how it is arranged. Explain that in addition to placing data in order, a data base can also search. Read the three examples of how the file could be searched. Have the class suggest others.

7. Have class complete WHICH CATEGORY? Discuss the answers.

Application:

Divide the class into 6 groups. Give each group a deck of cards. Have them arrange the cards in different ways. Have the groups make a list of the possibilities.

Summary:

1. What is data base management?
2. What are the advantages of data base management?
3. What are the disadvantages of data base management?
4. Who uses data bases?
5. How are data bases used?
6. What can a data base system do?

Homework:

Ask your parents how they file important papers and records. Write a paragraph describing their system. Write another paragraph explaining whether you think they could manage their files better using a data base. Give examples.

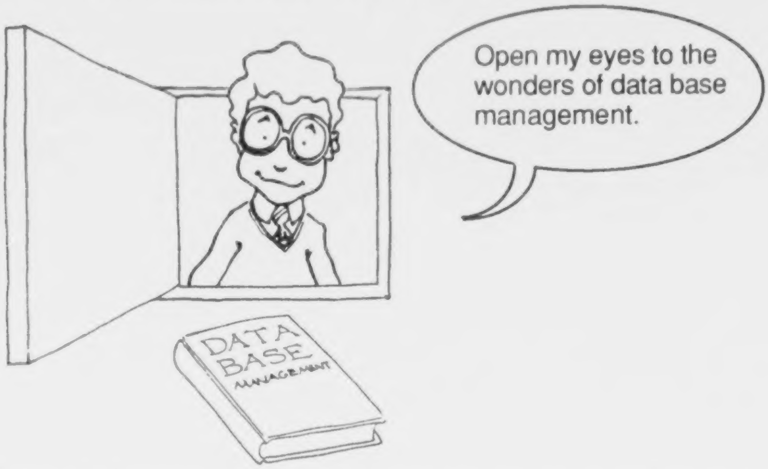
Enrichment:

Look at a telephone directory. Make a list of the different categories that could be used to file the data.

TOPIC 31

Name ______________________________ Date ________________

AN INTRODUCTION TO DATA BASE MANAGEMENT


Open my eyes to the wonders of data base management.
DATA BASE MANAGEMENT

A data base management program is similar to an electronic filing cabinet. All the information in the data base has something in common. It could be a collection of information about famous scientists the 50 states, your mother's favorite recipes, or your classmates' phone numbers.

Your phone directory is an example of a data base that you use often. Try to imagine your phone book on a computer disk. If it were on a disk, you could just type in a friend's name or the name of the restaurant you wanted to go to, and in a few seconds, see the name, address, and phone number on the screen.

In this chapter you will be learning a piece of software that will help you manage a data base. This program is called a data base management system. It will let you create a data base, add to or change your files, make reports from your files, and print out the reports.

1. What is a data base management program? ______________________

2. What are the advantages of using a computer to store files?

3. Are there any disadvantages? If so, explain them. ______________

Name ______________________________ Date ____________________

WHO USES DATA BASES?

Anyone who uses any type of filing system can use a data base management system to make the job easier.

Businesses use them to ...

- keep customer records (names, addresses, phone numbers, items ordered, balances owed, etc.)
- keep inventories of supplies on hand and those on order
- send letters, catalogs, and bills to customers
- make mailing labels
- keep accounting records
- keep payroll records

Families use them to ...

- keep Christmas card lists or wedding invitation lists
- keep addresses, phone numbers, birthdays, anniversaries, etc. of friends and family
- keep records of their assets (what they own) and liabilities (what they owe)
- keep records of monthly expenses and income
- keep credit card information (number, expiration date, emergency telephone number, etc.)
- keep inventories of items for insurance (item-TV, serial number, etc.)

Schools use them to ...

- print report cards
- send personalized form letters
- keep student and teacher records (names, addresses, telephone numbers, student or teacher ID #, etc.)
- keep records of standardized test scores
- keep records of suspensions, cutting, absences, and latenesses
- keep grade books

Name ______________________________ Date ______________

WHAT CAN A DATA BASE MANAGEMENT SYSTEM DO?

Imagine that your class has received permission to set up a breakfast cafe in your school. As part of the project, your class will study the calorie differences between the breakfast foods. The name of the file you will set up will be called Breakfast Foods. The records will include each type of food. Each record will be broken down into several areas called fields. A list of all the records would look like this:

BREAKFAST FOODS

NAME	PRICE	CALORIES
Bran muffin	.65	105
English muffin	.55	140
Blueberry muffin	.65	115
Bagel	.40	165
Doughnut	.45	125
Toast, white	.25	65
Toast, wheat	.35	55
Croissant	.95	200
Cheese Danish	.95	250

What You Can Do With This Data Base

Once you have the records entered into the data base, you have several options.

1. You can place them in alphabetical order.
2. You can put them in price order, either from lowest to highest or from highest to lowest.
3. You can put them in amount of calories order, either from most to least or vice-versa.
4. Suppose you only have 50 cents to spend, you can make a list of all items that are 50 cents or less.
5. If you are weight watching, you could make a list of all items that are 125 calories or less.
6. If you are sure you want to eat a muffin, you could ask the data base to find the type of muffin that is both the least expensive and the lowest in calories.
7. Each time you rearrange the file, you can print a report.

Name ____________________ Date ____________

A DATA BASE MANAGEMENT SYSTEM IS A GOOD DETECTIVE

Instead of displaying all the records on the screen, you can search for only certain records with a data base program. Imagine you have a data base of a file for all the teachers in your school, their room numbers, the grade, and the number of students. You might want to only select certain records for reports to be made. Look at the first records in the file:

TEACHER	ROOM NUMBERS	GRADE	# OF STUDENTS
Ms. Jones	101	K	32
Mrs. Carpenter	104	K	31
Mr. McGraw	106	1	30
Miss McCrossen	108	1	31
Mrs. Scott	210	2	33
Mr. Michaels	214	2	32
Ms. Almo	216	2	34

You will select only certain records to make reports. Here are some possible searches you could make:

1. You could search for all teachers that are men. You would search by TEACHER category and ask for only those teachers that had a "Mr" in the category.

2. You could search for only those classes on the second floor. You would search the ROOM NUMBERS category and ask the data base to find only those room numbers that begin with "2."

3. You could search for the largest class. You would search for the greatest number in the # OF STUDENTS category.

WHICH CATEGORY

Which category would you search if you wanted to find these?

1. The kindergarten classes? ____________________

2. The smallest class? ____________________

3. The 1st floor class with the most students? ____________________

4. The room Miss Scott teaches in? ____________________

Topic 32: Identifying Data Base Terms

Aim: What do we mean by file, record, field and data?

Performance Objectives: Students will be able to:

- define and identify examples of a file
- define and identify examples of a record
- define and identify examples of a field
- define and identify examples of data

Materials:

- worksheets 32.1-32.5
- a sampling of approximately 50 different cards from a library card catalog

Vocabulary: file, record, field, data

Do Now:

How could the teacher file the students in your class?

Motivation:

Discuss how the students in the class could be filed. Have the students stand up and have them arrange themselves in alphabetical order from A to Z. Next have them separate into groups according to their zip codes. Finally have them arrange themselves into groups based on their favorite spectator sport. Have them suggest other ways they could be filed. Explain that the computer can do the same thing on the screen.

Development:

1. Discuss the meaning of a file. Have the class look at the example on the Worksheet 32.1. Ask the class what the file name of their class would be.

2. Have them read and discuss the definition of record. Discuss the records in the file: National Parks. Tell them to look at the file: Countries in North America. Ask what the records are in that file. Ask the class what the records would be if they made a file of their class.

3. Have the students look at Worksheet 32.2. Have them read the definition of field. Discuss the meaning and the example which includes fields for the record: Canada. Make a list on the board of the fields that they would include in a class data base. (Elicit - last name, first name, middle initial, street address, zip code, phone number, mother's name, father's name, student ID number, date of birth, emergency contact, doctor's name, doctor's number, classroom number, teacher's name, hobbies, favorite TV show, favorite movie star, favorite singer, favorite color, etc.)

4. Read and discuss the section of the worksheet on data. Look up the United States in a world almanac. Have one of the class members read it and write the data for our country.

5. Tell the students to write down the fields from #3 (the class data base). Next to each field, write the data that they would enter for themselves.

6. Distribute Worksheet 32.3. Have the class answer the questions on file, record, field and data. Discuss the answers.

7. Read and discuss Worksheet 32.4. Have students answer the questions on Worksheet 32.5. Discuss answers. Make a list on the board of all the other presidents suggested. Have the students attempt to arrange them into a timeline.

Application:

Divide the class into small groups. Give each group a set of cards. Have them make a list of various ways they could find the book.

Summary:

1. What is a file?
2. What is a record?
3. What is a field?
4. What is data?

Homework:

Make a list of 20 people you know. Make another list of different fields you could use to make a data base of them.

Enrichment:

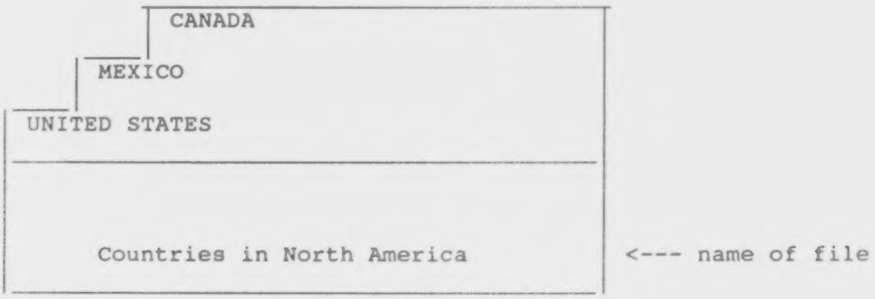
Make a list of the fields you would use to file a record collection. Write a possible file name, a record, a field, and a piece of data.

TOPIC 32

Name ______________________________ Date ____________________

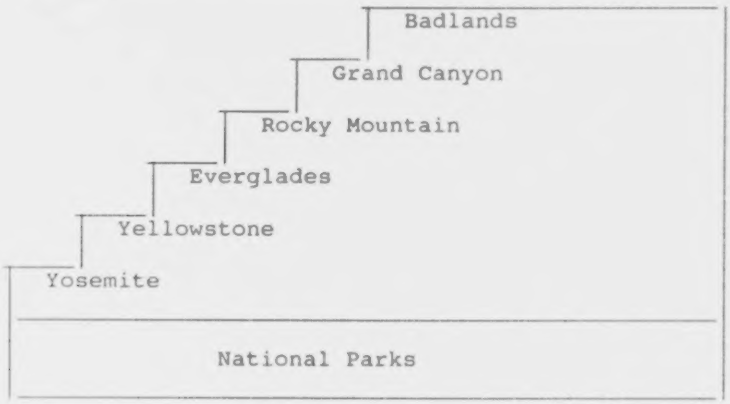
DATA BASE TERMS

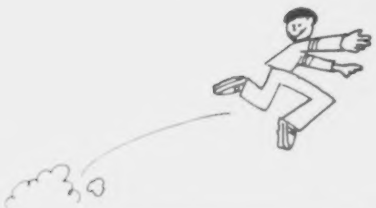
A file is a collection of related records. The name of the file in the example below is "Countries in North America."


CANADA
MEXICO
UNITED STATES
Countries in North America
<--- name of file

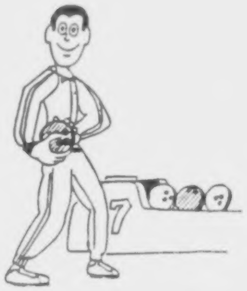
RECORD

A record is a collection of fields that are related. In the example above, Canada, Mexico, and the United States are all records. Look at the example of a file with six records below.


Badlands
Grand Canyon
Rocky Mountain
Everglades
Yellowstone
Yosemite
National Parks



What would the file name and record name be for a data base that included these two activities?



490
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492
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496
497
498
499
500

Name ______________________________ Date ______________

DATA BASE TERMS

FIELD

A field is a category or item of information. People who use data bases would say it is a series (string) of related letters (characters) that are within a record. Look at the record for Canada. The fields are population, area, capital, and major products.

CANADA

Population:

Area:

Capital:

Major Products:

DATA

Data are the facts that are typed (entered) into the fields. The information that is entered after each colon (:) in the record below is the data. It is also called an entry.

CANADA

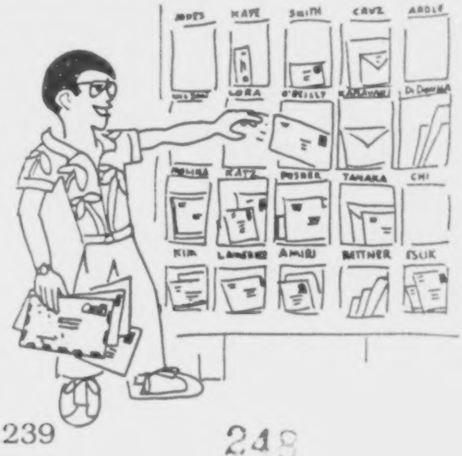
Population: 25,600,000

Area: 3,851,809 sq.mi.

Capital: Ottawa, Ont.

Major Products: wood, wheat

How are these mailboxes like a data base?



32.3

Name ______________________________ Date ________________

HOW WELL DO YOU UNDERSTAND DATA BASE TERMS?

Refer to Worksheets 32.1 and 32.2 to answer these questions:

1. Look at the first illustration on Worksheet 32.1. What is the name of the file?

____

2. Look at the Countries in North America file. What are the records in this file?

____

3. Name five possible fields for this file.

____

____

4. Look at the file National Parks. What are the records in this file?

____

____

5. What are five possible fields that could be used?

____

____

6. Look at the record on the top of Worksheet 32.2. What are the fields in this file?

____

7. Is Canada a record, file, field or data? ________________

8. What is a piece of data that you could use in the Major Products field? (Hint: Think of Canada's natural resources.)

____

9. Look at the data information in the Canada record. What is the capital?

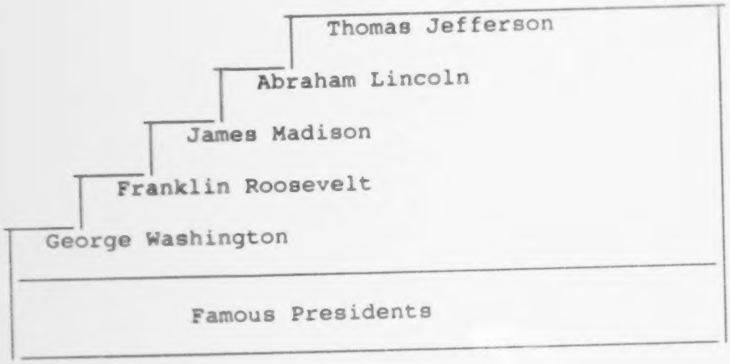
____

10. Was your answer correct regarding a major product? ________________

Name ______________________________ Date ____________________

EXAMINING A DATA BASE FILE

This is an example of a data base. Keep in mind the four terms you have just learned, and answer the questions on Worksheet 32.5.


Thomas Jefferson
Abraham Lincoln
James Madison
Franklin Roosevelt
George Washington
Famous Presidents

Thomas Jefferson

Date of Birth: April 13, 1743

Place of Birth: Shadwell, Va.

Party: Dem.- Rep.

Term: 1801 - 1809

Accomplishments: Declaration of Independence
Louisiana Purchase

Before you go on to the next worksheet, study the information on this page and decide on the following: file name, records, fields and data.

I'm keeping track of phone numbers in my data base.
STEPHANIE 999-6453
RICHARD 999-3812
ARTHUR 555-0098

Name ______________________________ Date ____________________

A REVIEW

Use the information on the previous worksheet to answer these questions:

1. What is the name of the file? ______________________________

2. How many records are there? ______________________________

3. What are the names of the records? ______________________________

   ____________________ ____________________

   ____________________ ____________________

4. How many fields are there in the Jefferson record?

5. What are the fields? ______________________________

   ____________________ ____________________

   ____________________ ____________________

6. What is the data in the Accomplishments field?

   ____

7. If you had to add two more important presidents, which ones would you choose? Why?

   __________ ______________________________

   __________ ______________________________

8. What two new fields would you add?

   ____________________ ____________________

9. Type a paragraph explaining the importance of Jefferson's two accomplishments.

****

DO YOU KNOW WHAT THESE MEAN?

File ______________________________

Record ______________________________

Field ______________________________

Data ______________________________

Topic 33: Displaying Data Base Records

Aim: How do we display data base records?

Performance Objectives: Students will be able to:

- boot the computer with DOS
- load the program disk
- load a file from a data disk
- define function keys
- demonstrate two ways to choose function keys
- display records
- identify the display commands

Materials:

- worksheets - 33.1-33.4
- software: DOS, PC-File III, MS DOS data disk

Vocabulary: boot, function keys, display, browse

Do Now:

Which is the A drive? The B drive? Where do you insert a data disk?

Motivation:

Did your mother or father ever get a parking ticket? Did he/she pay it on time? What happens if a person does not pay it? (Elicit - the Department of Motor Vehicles sends them a notice with an extra fine included as a late charge.) Did you know that all the license plates in the state of New York are in a data base? In addition to locating people who owe money for tickets, how could this license number data base be used? (Elicit - locate stolen cars, track down criminals, locate cars that have expired registration, identify people who owe outstanding tickets when they want to reregister their cars, etc.) Is this data base a good idea? Why or why not?

Development:

1. Tell the class that they are going to browse through a file. Discuss the meaning of browse. Have students complete the first part of Worksheet 33.1.

2. Distribute the three disks. Make sure the class understands what each disk is used for.

3. Have the class boot the computer with DOS and then load the PC-File III disk in the A drive using the directions on Worksheet 33.2.

4. Tell the class to choose B as the drive location. Have them place the MS DOS data disk in the B drive and follow directions on the worksheet to load the file ROSTER.

5. Guide the class through BROWSING THROUGH A FILE. Discuss the meaning of function keys. Tell the class that before the end of this unit, they will become familiar with the use of many of them.

6. Discuss the two ways to select a function - type the function key or type the three capitalized letters and press ENTER. Discuss which method is quicker.

7. Distribute Worksheet 33.3. Discuss the meanings of the six display commands. Have the students practice them in numbers #4 and #5 on the worksheet.

Application:

Have students do the BROWSING ACTIVITY and REVIEW on Worksheet 33.4.

Summary:

1. How do you boot the computer with DOS?
2. How do you load the program disk?
3. How do you load a file from a data disk?
4. What are function keys?
5. What are two ways to choose function keys?
6. How do you display records?
7. What do the display commands mean?

Homework:

Use the following words in sentences about data bases:

file, field, record, data, function keys, browse

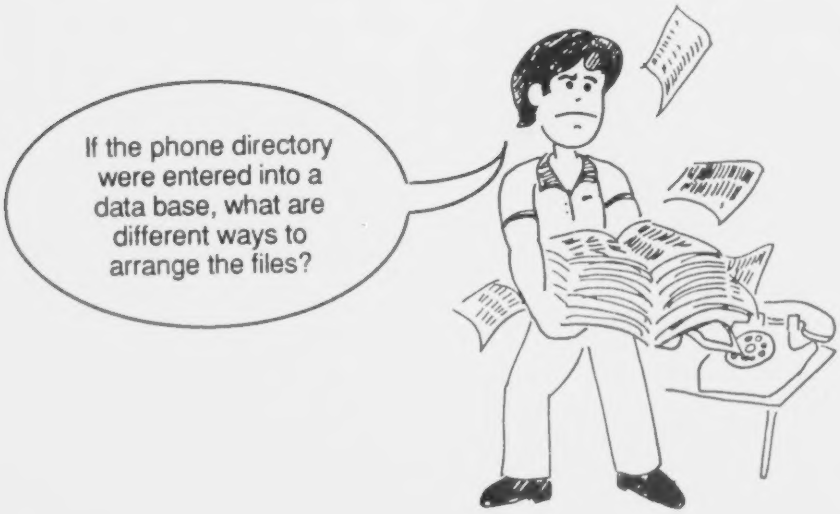
Enrichment:

The National Football League uses a data base to scout for college players. The fields included are height, weight, speed and grades. They are also used for scheduling games. Write a paragraph describing other ways they could be used in sports. Also, explain how newspapers use data bases to make reports that include statistics about professional athletes and teams.

TOPIC 33

Name ______________________ Date ______________

DISPLAYING DATA BASE RECORDS


If the phone directory were entered into a data base, what are different ways to arrange the files?

PC-File III is a special program which allows you to create a file on your computer. Most files are saved in folders in file cabinets. Your data base files will be saved on your personal data disk. People in business call this system of filing a data base management system because the computer manages all of their files. In this lesson you will learn how to load the program and will browse through a data base file.

What does browsing mean? ______________________

Where do you usually browse? ______________________

In this lesson you will learn to load the PC-File III program disk, view the main menu and display records and look for information. You will browse through the records much like you browse through books in a library or book store. The data base will find the record you want displayed very quickly. Imagine looking for a file in a very large file cabinet. You will be amazed at how fast your computer does its work.

You will need three disks: DOS, PC-File III, and the MS DOS data disk.

Name ______________________________ Date ______________

LOADING THE PC-FILE III PROGRAM

1. Insert the DOS disk in the A drive. Turn on both switches.

2. At the date and time prompts, press <ENTER>. You will see the A>.

3. Remove the DOS disk and insert the PC-FILE disk in the A drive. Place the MS DOS data disk in the B drive. Make sure both drive doors are closed.

4. Type: PC-File <ENTER>.

5. You will see the question: "Which drive (A-H) for the Data?" Type B <ENTER> to indicate B drive.

BROWSING THROUGH A FILE

1. You will see the name ROSTER on the list of files that are on the disk. Type ROSTER <ENTER> to load that file.

2. You will see "B:ROSTER: 8 records" on the screen along with the menu you see below:

```
(F1)  ADD a record
(F2)  MODify a record
(F3)  DELete a record
(F4)  DISplay a record
(F5)  FINd a record
(F6)  LISt or clone
(F7)  SORt the index
(F8)  EXPort or other utilities
(F9)  alter a field NAMe
(F10) END or change data base
KEY   set up the smart KEYs
```

3. These are called functions. They all have a special job. Find the function keys (F1, F2, etc.) on your computer keyboard. When you want to select one of the functions, you can either type the function key or the first three letters that are listed in all capitals. What are the two different methods you could use to select the function to "find a record?"

   Method 1 ______________________________

   Method 2 ______________________________

4. Look at the list of functions. Decide which one means "to look at something."

   ____

5. Hopefully you answered "display." Find the blinking cursor. This is the prompt. It simply means that the computer is waiting for you to give it a command by typing something. At the prompt "Your Command" either press the F4 key or type the letters DIS to display a record.

Name ______________________________ Date ________________

6. You will see "KEY, or #n, *, +, -, \" These are six different methods you can use to display files. The following will explain what each of these means:

KEY - used when you know the data in first field (e.g. used only when you're are sure of the actual entry, such as JONES for LAST NAME)

#n - the number of the record (e.g. used when you know that a specific record is a certain number, such as record #1, record #2, etc.)

* - displays the same record just seen

+ - displays the next record

- - displays the previous record

\ - displays the last record of the data base

7. For this activity you will be selecting the first record. Type #1 <ENTER>.

a. Whose record is this? ______________________________

b. What are the field names? ______________________________

____

____

c. When was this person born? ______________________________

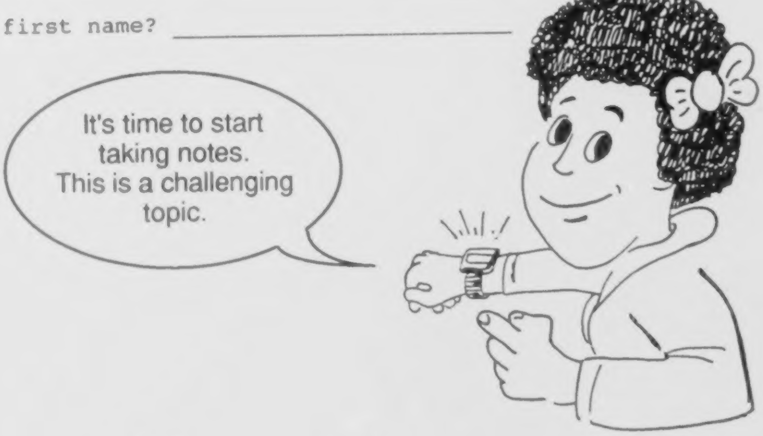
d. What is the reading score? ______________________________

8. Press the + (plus) key <ENTER> to get the next record.

a. Is this person doing well in school? ______________________________

b. How do you know? ______________________________

c. What is the person's first name? ______________________________


It's time to start taking notes. This is a challenging topic.

Name ______________________________ Date ______________

BROWSING ACTIVITY

Browse through other records using the six symbols you learned in #3. Make a list of information you learned about five different students while browsing.

Student = ______________ I learned that ______________

____

Student = ______________ I learned that ______________

____

Student = ______________ I learned that ______________

____

Student = ______________ I learned that ______________

____

Student = ______________ I learned that ______________

____

Press <ENTER> to return to the Main Menu. Press F10 to end. Remove disks and turn off computer.

****

REVIEW

1. Type ____________ at the A> when loading the program.
2. Which function key do you use to display a record? ______________
3. What do these symbols allow you to do?

KEY - ______________________________

#n - ______________________________

* - ______________________________

+ - ______________________________

- - ______________________________

\\ - ______________________________

4. What are the two methods of selecting the option you wish to do on the menu?

______________________ ______________________

Topic 34: Searching Records for Exact Data

Aim: How do we do an exact search?

Performance Objectives: Students will be able to:

- explain the purpose of the find command
- use the find command
- define an exact search
- complete an exact search
- explain the search rules

Materials:

- worksheets 34.1-34.3
- software: DOS, PC-File III, MS DOS data disk

Vocabulary: find command, search phrase, exact search

Do Now:

List the steps you use to load the PC-File III program disk and the data file ROSTER.

Motivation:

One group who has recently begun using data bases is lawyers. When a jury is selected, the law demands that the judge and both lawyers be involved in selection. If a lawyer can select a majority of the jurors who watch the same television programs, read the same magazines, have the same political preference, and in general have similar likes and dislikes, that lawyer will have a much better chance of winning the case. Previously jury selection was made only through questioning the candidates. Now, if the client can afford it, he/she can pay for a data base service with a gigantic data bank to search through the records of all the possible jurors. This search will find a great deal of information about the likes and dislikes of each person. Do you think it is fair if one lawyer uses the service and the other doesn't? Do you feel the use of this type of data base has made the whole process of jury selection better or worse? In this lesson, you will learn to search a file.

Development:

1. Introduce searching records by reading the introductory paragraph on Worksheet 34.1. Instruct the class to load the program and file ROSTER following the steps.

2. Distribute Worksheet 34.2. Discuss the purpose of the F5 function (the find command). (Elicit - to search for specific data.) Tell the class that in this program, the find command is the search command. Tell the class that there are different kinds of searches. The one that they will learn in this lesson is the exact search. Explain that in this type of search, the computer will only recognize a specific character sequence.

3. Guide the class through PRACTICING THE EXACT SEARCH. Explain that the data that is being searched for is called the search phrase. In the first part of this activity, they will do an exact search of the LAST NAME of KENNEDY. Therefore, KENNEDY is the search phrase.

4. Discuss the importance of following these search rules:

   a. Type the field exactly as it is entered in the data base.
   b. Pay attention to spacing and capital and lower case letters.

5. Have the class practice doing exact searches on Worksheet 34.2.

Application:

Have the class complete the SEARCH CHALLENGES and REVIEW on Worksheet 34.3.

Summary:

1. What is the function of the find command?
2. How do you use the find command?
3. What is an exact search?
4. How do you do an exact search?
5. Explain the search rules.

Homework:

Write a paragraph explaining how your school could make use of data bases.

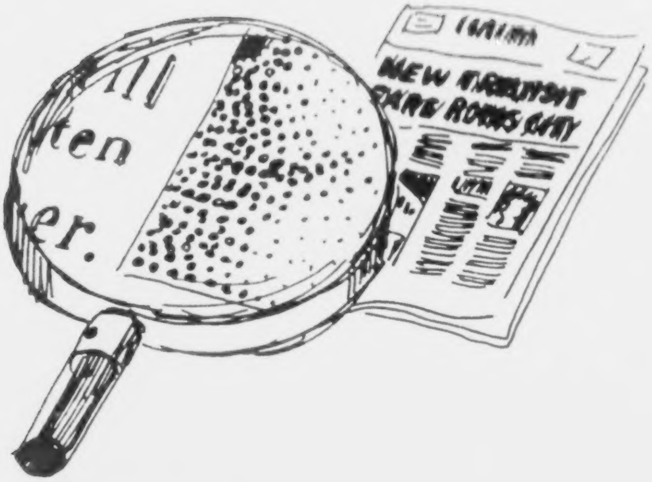
Enrichment:

Make a list of the fields your school could use in a data base for all the students. Fill in the data on the fields you listed for yourself.

TOPIC 34

Name __________________________________ Date ________________

SEARCHING THROUGH YOUR RECORDS



In this lesson you will search for information. Searching for something in a computer data base file can be done in a matter of seconds. Imagine searching for a specific piece of information in a very large file cabinet. You will be amazed at how fast your computer will be able to do searches. In the remaining data base lessons, refer to these steps when you load the program:

STEPS FOR LOADING THE PROGRAM

1. Place DOS in the A drive and turn on both switches.
2. Press <ENTER> twice. You will see the A>. Remove the DOS and insert the PC-File III disk in the A drive.
3. At the A>, type PC-FILE <ENTER>.
4. Place the MS DOS data disk in the B drive. Select drive B and the file ROSTER.

Name ______________________________ Date ____________________

PRACTICING THE EXACT SEARCH

1. When you search, you look for specific data. You will be doing exact searches in this lesson. Before you can search, you must find a record. Look at the Main Menu. Which function key do you press to find a record?

2. Press F5 to find a record. You will see a list of the fields. On the bottom of the screen you will see FIELD TO SEARCH. This means that the program is waiting for you to type the name of the field that you want to search.

3. The first search you will do will be by last name. When using a data base, you must always type the field exactly as you see it. For example, if you typed Last Name, it would not work. If you typed last name, or LAST NAME, it also would not work. You must type the field exactly as you see it--in all capitals with no space. Type LASTNAME <ENTER>.

4. In our first search we will look for a person with the last name of Kennedy. At the search prompt "Look for:" type KENNEDY <ENTER>. Whose file appeared?

5. Did Christine do better in reading or math? ____________________

   What were her scores in each? Reading = __________ Math = __________

6. Press <ENTER>. Press <ENTER> again. You must press it twice to get the next FIELD TO SEARCH prompt. Remember to do it between each search.

7. Do another search by typing FIRSTNAME <ENTER> at the FIELD TO SEARCH prompt.

8. At "Look for:" type LAURA <ENTER>. Whose file appeared?

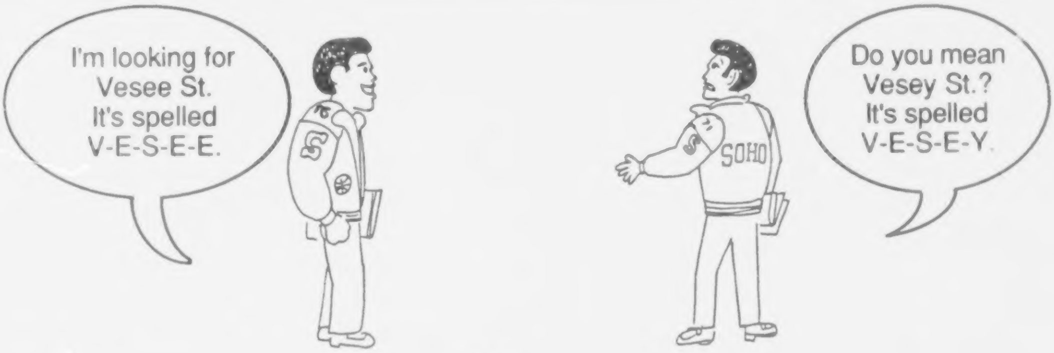
   ____________________ When was she born? ____________________

   What is her average?

9. Sometimes there is more than one entry that fits the search phrase. Type OFF.CL as the next FIELD TO SEARCH entry.

10. When you see the "Look for" prompt, type the official class number 7-2 <ENTER>. Who are the individuals in official class 7-2?

    ____


I'm looking for Vesee St. It's spelled V-E-S-E-E.
SOHO
Do you mean Vesey St.? It's spelled V-E-S-E-Y.

Name ______________________________ Date ____________________

EXACT SEARCH CHALLENGES

Part I - Search for the following using the designated prompts. Write the last names on the line.

FIELD TO SEARCH	LOOK FOR:	LAST NAME
MATH.SCO	9.3	
GR.AVG	85.3	
FIRSTNAME	SAM	
BIRTHDAT	76/02/12	
READ.SCO	8.2	
FIRSTNAME	JASON	
GR.AVG	77.3	
OFF.CL	7-1	

Part II - Search for the following and write the first name on the line:

FIELD TO SEARCH	LOOK FOR:	FIRST NAME
READ.SCO	7.6	
GR.AVG	85.3	
LASTNAME	GRAVES	
BIRTHDAT	77/02/14	

REVIEW

1. What does the data base search function let you do?

   ____

2. If you typed "Last name" for the search phrase at the FIELD TO SEARCH line, why wouldn't it work in this data base?

   ____

3. What is the rule to remember when typing the search phrase?

   ____

4. What is the search function key? ____________________

5. What is an exact search? ____________________

6. What is a search phrase? ____________________

7. What key must you press twice between each different search?

   ____

Topic 35: Searching Records for Partial Data

Aim: How do we do a partial search?

Performance Objectives: Students will be able to:

- define the partial search
- identify partial search rules
- demonstrate doing a partial search
- explain advantages of being able to do partial searches

Materials:

- worksheets 35.1, 35.2
- software: DOS, PC-File III, MS DOS data disk

Vocabulary: partial search, search phrase, find command

Do Now:

Define an exact search.

Motivation:

Students everywhere are searching for research material by using data bases. Imagine the possibilities. Suppose you subscribed to a research data base and had research material such as encyclopedias, magazine articles, newspaper articles and information from books all on a research data base. You need never set your foot into a library again. You could do exact and partial searches, print the information and use editing commands to come up with a final document. Voila! The hard work of doing a research paper in a library is no longer necessary. Someday the old-fashioned research techniques may be as outdated as typewriters.

Development:

1. Review the meaning of exact search. Review search rules regarding capitalization and exact typing of search phrases and fields.

2. Have the class load the program and insert the MS DOS disk. They will retrieve the file ROSTER.

3. Distribute Worksheets 35.1 and 35.2. Ask the class which function key allows them to search. Have them press F5.

4. Read and discuss #5. Have them think of other examples of members of the class, if possible.

5. Guide the class through the partial search of JOHN. If they have problems, have them do it several times.

6. Have the class complete PARTIAL SEARCH CHALLENGES. Discuss the answers.

Application:

Discuss some of the advantages of the search command. Make a list of five advantages of searching a data base file (both partial and exact).

Have the students complete the REVIEW.

Summary:

1. What is a partial search?
2. What are partial search rules?
3. How do you do a partial search?
4. What are the advantages of being able to do partial searches?

Homework:

Use a telephone directory for this assignment. Make a list of ten sets of names that are very similar and that a person might have to do a partial search to find.

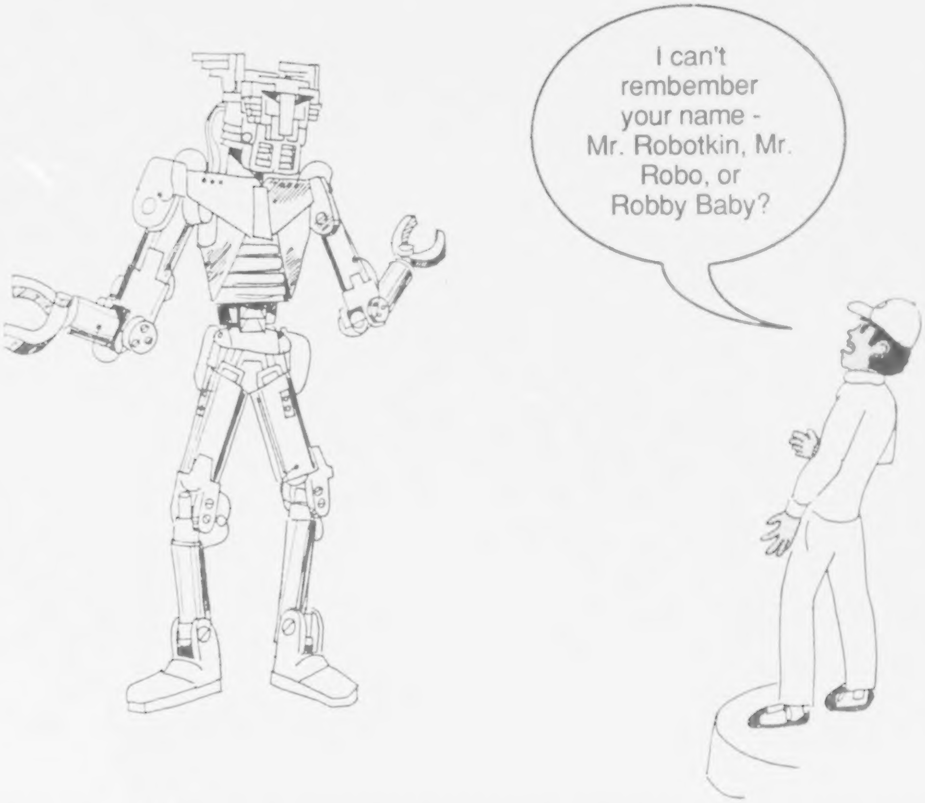
Enrichment:

Explain how a stamp, coin, comic book, baseball card or record collection could be entered into a data base. Make a list of the categories of the fields you would use for one of the choices.

TOPIC 35

Name ______________________________ Date ______________

THE PARTIAL SEARCH


I can't rembember your name - Mr. Robotkin, Mr. Robo, or Robby Baby?

In the last lesson you practiced searches in which you knew the exact data. In this lesson you will learn how to do searches in which you only know part of the data. This is called a partial search.

1. What is the most important rule to remember when typing the search for phrase and field to search?

   ____

2. Load the program. Place the MS DOS data disk in the B drive.

3. Which function key allows you to search files? ____________________

4. Press function key F5.

5. When you do a partial search, you must type the > (greater than sign) before the partial search phrase. For example, if you had a file with the names OLSON, OLSEN, and OLE, the partial search command would find all three if you used >OL as the search phrase.

Name ______________________________ Date ____________________

6. In this file there are two last names that sound the same--Johnsen and Johnson. Which field would you type at the FIELD TO SEARCH prompt?

____

7. After you have typed LASTNAME, type the following:

>JOHN <ENTER>

8. Whose file do you see first? ______________________________

9. Press <ENTER>. Whose file do you see now? ____________________

10. Remember to press <ENTER> twice to begin the next partial search.

PARTIAL SEARCH CHALLENGES

PART I - Do these partial searches using the search phrase and field that are indicated. Write the last name of the student.

FIELD TO SEARCH	SEARCH PHRASE	LAST NAME
FIRSTNAME	MICH	______________
GR.AVG	85	______________ ______________
READ.SCO	8	______________ ______________ ______________
BIRTHDAT	76	______________ ______________ ______________ ______________

PART II

1. Search the field MATH.SCO to find the students with a 7 in their score. Write the last names.

____

2. Search the field BIRTHDAT to find the students who were born in 1977. Write the last names.

____

REVIEW

1. What does typing a greater than (>) sign before search data allow you to do?

____

2. Which key do you press twice between searches? ____________________

Topic 36: Sorting a Data Base File

Aim: How do we sort a data base file?

Performance Objectives: Students will be able to:

- explain the purpose of sort command
- differentiate between alphabetic and numeric sorts
- differentiate between ascending and descending order
- demonstrate sorting ability
- list and explain the four types of sorts

Materials:

- worksheets 36.1-36.4
- software: DOS, PC-File III, MS DOS data disk

Do Now:

Define exact search and partial search.

Vocabulary: sort, alphabetic sort, numeric sort, ascending order, descending order

Motivation:

Telecommunications is a new technology that allows different computers to communicate through telephone lines. Companies called information utilities sell data bases to users of this new field of telecommunications. Doctors and other people in the medical profession have several different data base utilities available. One contains information on health effects of 50,000 chemicals. Another data base contains thousands of articles about medicine. The users can search for the information they need in a fraction of second without ever leaving their offices.

Development:

1. Tell the students to load the program disk and the file ROSTER.
2. Distribute Worksheet 36.1. Read and discuss the first two paragraphs. Explain that they will just get a quick glimpse of what sorting is at this time. They will go into it thoroughly after they have entered their own data base records.
3. Discuss the definitions of sorting, alphabetical order, numeric order, ascending order, and descending order. Discuss the four different types of sorts listed on the worksheet. Have the class think of examples of each.
4. Distribute Worksheet 36.2. Have the class write the correct answers following the examples of the four types of sorts. Discuss the answers.
5. Direct the class to turn to SORTING THE ROSTER FILE on the worksheet. Have students locate the sort key--F7. Explain that the sort section is another part of the program. Tell them to look for the message "Transferring to PC-Sort."

6. Explain that SORT FIELD #1 is a prompt that wants you to indicate which field you wish to sort first. For example, if you had FIRSTNAME and LASTNAME for field names, you would want to sort by the field LASTNAME first. Tell the class that sometimes you might want to sort by a second field. For example, in a data base where there are identical last names, you might then want to select a SORT FIELD #2. If you were sorting the following names in alphabetic ascending order, with the two sort fields, what would be the order of these names?

TOMPSON	JOSEPH
TOMSON	ILENE
TOMMER	SALLY
TOMMER	SAM
THOMPSON	JOSEPH
TOMSON	IRENE

7. Guide the class through #5 - #10 on Worksheets 36.2 and 36.3. Have them complete the activities. Assure them that if the directions seem complicated and confusing, they should not get discouraged. Tell them to just follow them exactly, and they won't have a problem.

8. Explain that the third part of the program is called PC-Print. In this part of the program they will see what a ready-made report looks like. They can either print a report to the printer, the screen, or the disk. Tell the class that they will be printing to the screen. Explain that later in this unit, they will be formatting or setting up their own reports.

9. Have the students follow the directions in #11 and #12. After the students have listed the fields on their worksheet, explain that the order of these fields can be changed or deleted if other reports on this data base were made.

10. Distribute Worksheet 36.4. Guide the class through #13-#18. Have them compare their screen copy with the one on the worksheet of the report.

Application:

Have students complete the REVIEW section on Worksheet 36.4.

Summary:

1. What is the purpose of the sort command?
2. What is an alphabetic sort?
3. What is a numeric sort?
4. What is the difference between ascending and descending order?
5. What are the four different types of sorts? Define each.

Homework:

Make a list in ascending order by last name and then first name of 15 people you know. Try to select several with the same last name.

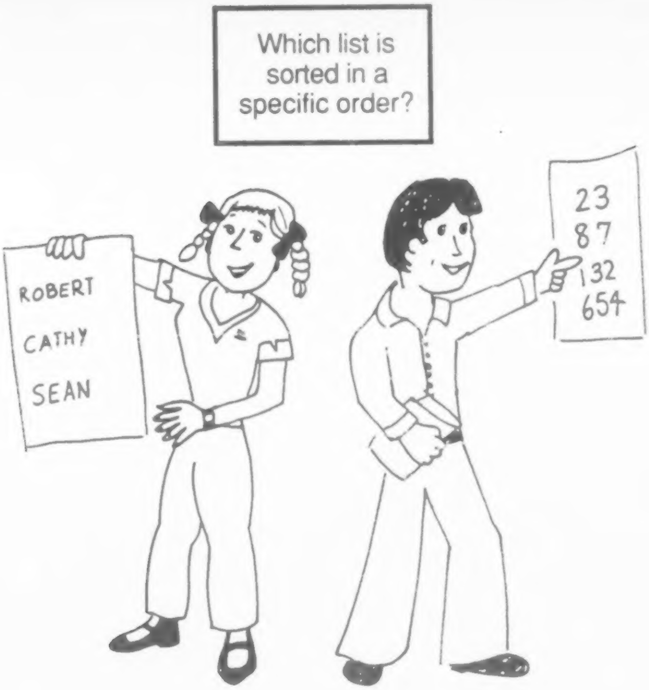
Enrichment:

List the field names you would use for a file on recommended books for your class.

TOPIC 36

Name ______________________________ Date ____________________

SORTING A FILE


Which list is sorted in a specific order?
ROBERT
CATHY
SEAN
23
87
132
654

In this lesson you will see how your data base program can sort the data in records. Before you begin, load the program and retrieve the file ROSTER from the MS DOS data disk.

In this lesson you will learn to sort data. When you sort, you place all or some of the records in a particular order. You will only do one sort at this time. It is meant to give you an idea of what is possible when using a data base program. You will do many other sorts in future lessons when you fully understand the data base.

ALPHABETIC AND NUMERIC SORTS

You can sort in alphabetic or numeric order. In this lesson you will practice an alphabetic sort. Sorting can be in ascending or descending order. Look at the four examples of sorts on the next page. On the lines, write these choices:

alphabetic in ascending order
alphabetic in descending order
numeric in ascending order
numeric in descending order

Name ______________________________ Date ____________________

DO YOU KNOW WHAT TYPES OF SORTS THESE ARE?

32 29 12 3	Smith Rogers Murphy Brown
____________________	____________________
Darwin Lane Thomas Youngman	68 75 99 123
____________________	____________________

SORTING THE ROSTER FILE

1. Which function key lets you sort? ____________________

2. Press F7. You will see a message "Transferring to PC-Sort."

3. Next you will see a list of fields with "SORT FIELD #1:" and a prompt. It should look like the list below:

   LASTNAME
   FIRSTNAME
   OFF.CL
   BIRTHDATE
   READ.SCO
   MATH.SCO
   GR.AVG

4. You will place the records in alphabetical order by last name. How do you type the search phrase for the last name? ____________________

5. Type LASTNAME <ENTER>. Make sure to type the field in all capitals with no spaces.

6. When you see "Ascending or Descending (A or D):" type A <ENTER>. Would ascending order place names starting with "A" or "Z" first?

   ____

7. Since you do not know if any of the students have the same last name, you must also alphabetize the FIRSTNAME field. For example, if you had JOAN SMITH and JOHN SMITH by doing the second sort in ascending order, who would be listed first? ____________________

Name ______________________________ Date ____________________

8. After typing FIRSTNAME <FNTER>, type A <ENTER> for ascending order. Then press <ENTER> again. This tells the computer that you do not want to sort by any other fields.

9. Type B <ENTER> for the drive location.

10. You will see "(F) PC-File (P) PC-Print (Q) Quit, F, P, Q:." Type P <ENTER>.

11. The program will transfer to PC-Print. At "Which format?" type the word ROSTER and the #1:

    ROSTER1 <ENTER>

12. You will see the title of the data base "7th Grade Roster" and the fields listed across the screen. What are the fields you see?

    ____

13. You will have the choice of printing to the printer, screen, or disk. Towards the end of this unit on data basing, hopefully you will be printing a hardcopy (paper copy). For now you will tell the computer to print to the screen. Type S <ENTER>.

14. With this program there are times when you want it to do math (calculate). Since you are not calculating, just press <ENTER>.

15. You will see "List All Records or Selected (A or S):" on the screen. Type A <ENTER> to tell the computer you want to see all the records.

16. You will see the data base report on the screen and also in this set of worksheets.

```
                              7th Grade Roster

OFF.CL LASTNAME          FIRSTNAME    MATH.S READ.S GR.AVG BIRTHDAT
7-2    GRAVES            GENE         7.4    8.1    85.4   76/02/28
7-1    GREENE            MICHELLE     8.1    7.1    77.3   77/02/14
7-2    JOHNSEN           JAMAL        3.1    4.3    66.1   76/02/12
7-2    JOHNSON           LAURA        7.1    9.2    84.5   76/10/04
7-1    KENNEDY           CHRISTINE    8.9    7.6    86.5   76/08/02
7-2    MELTZER           PATTY        5.3    4.9    68.1   77/02/14
7-1    PERS              JASON        9.3    8.9    95.3   77/08/11
7-3    STEIN             SAM          7.9    8.2    85.3   77/01/21
```

CHALLENGE SORTING

Follow the directions you just used to do the following sort:

Sort in descending order by last name. (Type D instead of A in #6 and #8.)

Topic 37: Planning a Data Base

Aim: How do we plan a data base?

Performance Objectives: Students will be able to:

- determine source(s) for data research
- explain the meaning of the data base fields
- list possible field names for data base

Materials:

- worksheets 37.1-37.3
- a set of current almanacs (1 for each group of five students)

Do Now:

List two advantages of a data base filing system instead of files in folders placed in file cabinets.

Vocabulary: continent, country, capital, square miles, area, density, monetary unit, literacy rate, per capita income

Motivation:

What is the average amount of money a person in the United States makes each year? How much does a person in China make? How large is Canada? Is it smaller or bigger than the United States? Is there a country where everyone can read and write? Is it the United States? Where could you find the answers to these questions? (Elicit - almanac) Tell the class that they will enter information for 20 different countries in a data base. By the end of the next ten lessons, they will be able to answer these questions, as well as many more.

Development:

1. Tell the class that before they enter the data for a new file named WORLD, they will see how the planning is done. In this lesson, they will go through the first steps in planning any data base.
2. Have a student in the class read the first paragraph of Worksheet 37.1. Point out the almanac entry for the United States. Ask the class if they understand what everything means. If they don't, ask them what they could use to help them understand. (Elicit - dictionary, almanac, geography textbook, etc.) Tell them that by the end of this lesson they will understand the definitions.
3. Distribute Worksheets 37.2 and 37.3. Instruct the class to read #1 in STEPS TO DETERMINE FIELDS. Discuss the importance of planning ahead. Explain that the first thing they must think of is the last thing they will do--create reports from the data base. Discuss the importance of using current almanacs and of thoroughly planning all the fields that will be necessary for a number of different reports. Elicit different fields they could use for a world data base.
4. Tell the class that for their first data base, they will be given the actual fields. In later data bases, they will be free to make their own choices. Later they will add more countries using the almanacs.

5. Tell the class that before they begin, they must understand the meaning of each field. Write the following fields on the board: COUNTRY, CONTINENT, CAPITAL, AREA (SQ.MI), POPULATION, DENSITY, CURRENCY, and % LITERACY. Read and discuss the definitions of the terms in #3.

6. Instruct class to complete the worksheet (#4 through #15). Discuss the answers.

Application:

Divide the class into groups of five. Distribute the almanacs. Have each group make a list of 2 data base files that they might be interested in. Have them write possible fields.

Summary:

1. How do you determine the sources you will use to locate data for a data base?
2. What do the following terms mean: Country? Continent? Capital? Area? Population? Density? Square mile? Monetary Unit? Literacy Rate? Per Capita Income?

Homework:

While you are working on the project of creating a data base of 20 different countries, you will be doing several writing assignments. Use sources you have at home or use your local library. Your first report will be to choose a country other than the U. S. that you have traveled to or would like to visit in the future. Use at least two resources (almanacs, textbooks, encyclopedias, etc.) to explain some of the facts about the country. Also, explain why you are interested in this place.

Enrichment:

Many people disagree when it comes to deciding what makes the quality of a person's life good. Using the information you discussed in this chapter, write a paragraph explaining what you feel is necessary for a quality life. Address the issues of amount of money necessary and whether the density of the country is a factor. Use "What Makes a Quality Life" as the title. Compare the quality of your life to students in other countries.

TOPIC 37

Name ______________________________ Date ____________________

PLANNING A DATA BASE

Please plan ahea
d.
I'M GETTING CONFUSED AGAIN!

Now that you have seen what a data base file looks like and what you can do with it, you will begin designing one of your own. The file you will create will be called WORLD. It will include records on various countries. There are several important things to think about before you actually begin entering records on your computer. The information that will be supplied to you in the next several lessons was taken from a current world almanac. This is part of the information in one of the entries:

****

Country: UNITED STATES
Continent: North America
President: George Bush
Area: 3,540,939 sq. mi
Population: 243,800,000
Density per square mile: 68.85
Capital: Washington, D.C.
Monetary Unit: Dollar
Language: English
Religions: Protestant (73.5 million); Roman Catholic (50.5 million); Jewish (5.9 million)
Literacy rate: 95.5%
Economic summary: Gross national product - $206 billion; per capita income - $14,461; Labor force in agriculture - 2.7%....

****

Name ______________________________ Date ______________

STEPS TO DETERMINE FIELDS

1. Think about what you want to do with a file before you even begin. Since you will be comparing countries, what are some items that you think should be included in the file?

____

____

2. Next, decide what you will use for your research source or sources. World almanacs are perfect for many topics. Discuss what almanacs include. Before you design a file, you must decide on the reports you want to make when you are finished. Once the data is typed in, it is a tiresome job to redo all of the records.

3. For this first data base, you will not include all of the items that are listed. These are the items you will use for the field names: Country, Continent, Capital, Area, Population, Density, Monetary Unit, Capital, Literacy Rate, and Per Capita Income. Before you create the file, you must understand the meaning of these terms:

   Country (all the land of a nation)
   Continent (one of the seven great masses of land on the Earth - North America, South America, Africa, Europe, Asia, Australia, and Antarctica)
   Capital (city where the government is located)
   Area (amount of the land surface usually stated in square miles)
   Square miles (a unit of measure that is one mile wide and one mile long)
   Population (number of people in a given location)
   Density (the average amount of space for each person)
   Low density (a great amount of space for each person)
   High density (little space for each person)
   Monetary Unit (the name for the money which is also called currency)
   Literate (Being able to read and write)
   Literacy Rate (the percent of the people in a given location who can read and write)
   Per Capita Income (the average amount of money earned by each person in a country)

4. What is the definition of country? ______________________________

____

5. What is the definition of continent? ____________________________

____

What are the 7 continents? ______________________________________

____

Name ____________________ Date ____________

6. What does population mean?

7. What happens in a country's capital?

8. What does area in square miles mean?

9. Do you live in an area with high or low density?

10. What type of density would you prefer?

Why?

11. What is a monetary unit?

12. What does it mean to be literate?

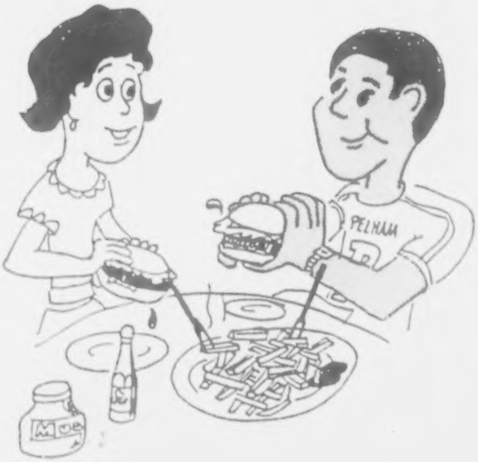
13. What does literacy rate mean?

14. Do you think there are any countries that have a higher literacy rate than the United States?

Which ones?

15. What is per capita income?

What are the clues that tell you which country these people are in ?



Topic 38: Planning Data Base Reports

Aim: How do we plan data base reports?

Performance Objectives:

- explain how data base data can be used for reports
- identify possible reports

Materials:

- worksheets 38.1, 38.2
- 6 almanacs
- software: DOS, PC-Write, students' data disks

Do Now:

What material is used for data base research?

Vocabulary: data base report

Motivation:

Making a data base file is only the preliminary step of data base management. The most important aspect of using a computer filing system is being able to make reports from data base files. How do you think the files could help you make reports?

Development:

1. Tell the class that they should plan out and design the reports they want to produce before they begin entering data into the data base file. In fact, the data base should be designed with the reports in mind. For example, if a school were setting up a data base management system they would probably want reports with names, addresses and phone numbers; reports with official classes, room numbers and teachers' names; and reports with grades for each class and average. Can you think of other information a school's data base might be able to present in a report?

2. Many reports that you will create involve comparing data. What does it mean to compare? Distribute Worksheet 38.1 and 38.2. Discuss the possible reports that are suggested on 38.1.

3. Have the class make a list of ten other possible reports. Discuss the answers.

4. Have the class do the REVIEW section.

5. Divide the class into groups. They should look up the Countries section. Have them make a list of ten countries that they would like to include in their final data base file WORLD.

Application:

Have the class do the CHALLENGE activity. They will use a word processor. They should share their list with the class. They should save it as DATA.

Summary:

1. How can data base data be used for reports?
2. What are possible reports that could be made from the WORLD file?

Homework:

Think of a country that you know has changed in the past ten years. Write a report comparing it to what it was like before.

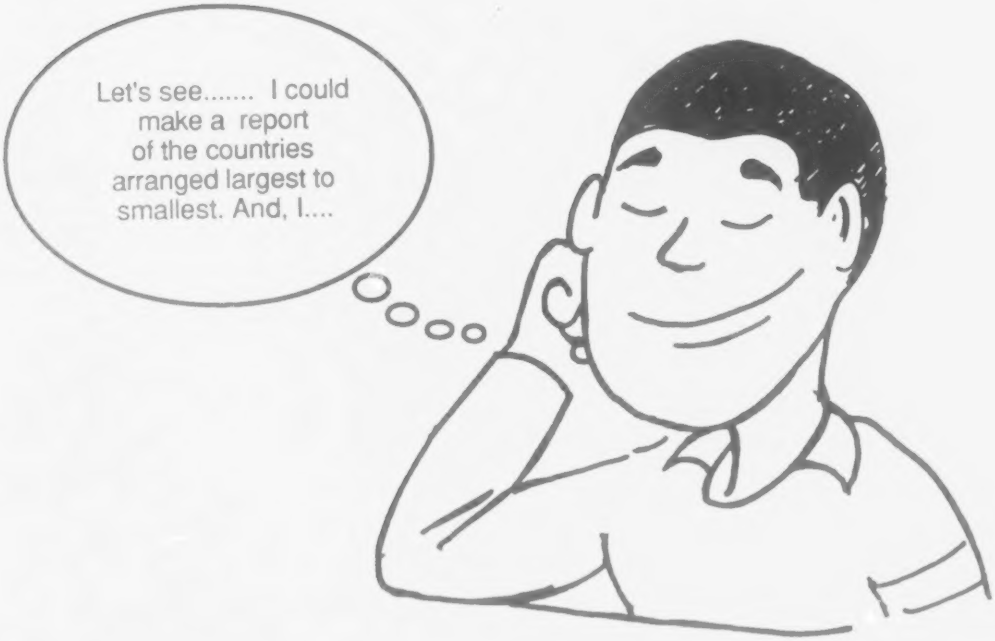
Enrichment:

Think of someone you know who is an immigrant. Write a report explaining how their customs, manners, way of dress, food, etc. are reminiscent of their former land.

TOPIC 38

Name ______________________________ Date ________________

PLANNING DATA BASE REPORTS


Let's see....... I could make a report of the countries arranged largest to smallest. And, I....

The main reason for making a data base file is to be able to make reports. For example, you could make a report that would compare two different fields.

What does compare mean? ______________________________

You could compare the population, area, and density of the countries to see how much space people have. Keep in mind that when you make reports from a file, you do not include all the fields. What are ten other reports that you could make?

#1 ______________________________

#2 ______________________________

#3 ______________________________

#4 ______________________________

#5 ______________________________

Name ______________________________ Date ______________

#6 ______________________________

#7 ______________________________

#8 ______________________________

#9 ______________________________

#10 ______________________________

REVIEW

1. Do you remember the following?

   a. What is a file? ______________________________

   b. What is a record? ______________________________

   c. What is a field? ______________________________

   d. What is data? ______________________________

2. Now that you know the topic for the data base that you will create, answer the following:

   a. What is the name of the file? ______________________________

   b. What will the subject of each record be? ______________________________

   ____

   c. What are three fields that will be included? ______________________________

   ____

   d. Choose one of the fields from the last question. Write it on the line and then write the data.

   ____

CHALLENGE

Before you begin learning about different countries in the world, use your word processor to type as many names of countries and a fact about each that you can think of. DO NOT USE A BOOK OR MAP. You will be asked to do this assignment again at the end of the data base unit. Hopefully, your list will be much longer then.

Topic 39: Designing a Data Base

Aim: How do we design a data base?

Performance Objectives: Students will be able to:

- . explain the purpose of the "World" data base
- . define alpha, numeric and date characters
- . determine types of fields
- . determine length of fields
- . determine decimal places

Materials:

- . worksheets 39.1-39.3
- . set of current almanacs

Do Now:

Make a list of five topics that you discovered are included in almanacs.

Vocabulary: alpha character, numeric character, date character

Motivation:

The first data base you will create will be small, since it will include only 20 different records. There are many data bases operating in the world that are extremely large. I'm sure you have heard of dating services for people. These services are data bases. An example of another type of dating service is a special horse-breeding data base. In order to mate horses that can produce the fastest race horses, it is important to research the possible candidates for breeding. There is a data base especially for this purpose which contains information on hundreds of thousands of horses to help make the best matches. Do you think a data base like the one described is successful? Why?

Development:

1. Use A TEACHER'S GUIDE FOR A DATA BASE PLAN to assist the students in completing A DATA BASE PLAN worksheet that is included with this lesson plan. Distribute Worksheets 39.1, 39.2, and 39.3. Tell the students to glance at the two pages with the Country records. Explain that all of the possible information in the almanac was narrowed down to this format.

2. Have them look at A DATA BASE PLAN. Elicit and discuss the main purpose.

3. Discuss the suggestions by explaining the following:

   a. Emphasize the importance of shortening the actual category of the field description.

   b. Distinguish between alphabetic characters (letters) and numeric characters (numbers). Tell the class that in other data bases they may have a date character. A date field always lists the year first, then the month, and finally the day. Discuss the reason. (Elicit - the person using the data base would probably want to sort by the year first.)

c. Discuss the importance of adding several spaces to the length of fields for data bases where you definitely want to add more records. Sometimes later data may have longer field lengths.

d. Mention the importance of using the number sign (#) after fields you want to calculate--add, average, etc. This suggestion does not apply to the WORLD data base.

e. Explain that to determine the decimal places, the class should look for all data that includes decimal points and count the number.

4. Have the class refer to the records for the 16 countries. Tell them that they will later modify the file by adding more records. Elicit the information to complete the plan form, remembering to guide the class so that they enter the exact information you have included on the teacher's guide form. Do not give them a copy of your form.

Application:

Divide the class into groups of five. Have them begin researching and planning an original group data base which they will complete after they are finished with the WORLD data base. They should begin making a list of fields and the states they will use.

Summary:

1. What is the purpose of the "World" data base?
2. What is an alpha character?
3. What is a numeric character?
4. How do you determine field lengths?
5. How do you determine decimal places?

Homework:

Write a paragraph explaining at least five of the steps you have to complete before you actually enter any information into a data base.

Enrichment:

Choose one of 16 countries except for the United States. Research the early history of this country and compare it to the United States. Write a report.

A TEACHER'S GUIDE FOR A DATA BASE PLAN

NOTE: The teacher should guide the students through the process of completing their data base plan sheet. The class should look at the data from the first 16 records that are included. DO NOT JUST GIVE THE STUDENTS THE COMPLETED FORM.

****

The main purpose of this data base is to create a file that will contain information on various countries in the world so that we can learn about other places and compare them.

Follow these suggestions:

1. Shorten the CATEGORY when you decide on NAME OF FIELD.
2. The TYPE OF FIELD will either be Alpha (characters of the alphabet), Num (numbers), or Date.
3. Add two characters to the longest field so that you allow for additional files.

****

CATEGORY	NAME OF FIELD	TYPE OF FIELD	LENGTH OF FIELD	DECIMAL PLACES
Name of Country	COUNTRY	Alpha	15	
Name of Continent	CONTINENT	Alpha	15	
Name of Capital	CAPITAL	Alpha	16	
Area in Square Mi.	AREA (SQ.MI)	Num	11	
Total Population	POPULATION	Num	15	
Density in Sq. Mi.	DENSITY	Num	7	1
Monetary Unit	CURRENCY	Alpha	15	
% of Literacy	% LITERACY	Num	6	
Per Capita Income	PER.CAP.INC	Num	9	

TOPIC 39

Name ______________________________ Date ______________

DESIGNING A PLAN FOR THE "WORLD" DATA BASE

The main purpose of this data base is to ______________________________

____

Follow these suggestions:

1. Shorten the CATEGORY when you decide on NAME OF FIELD.
2. The TYPE OF FIELD will either be Alpha (characters of the alphabet), Num (numbers), or Date.
3. Add two characters to the longest field so that you allow for additional files.
4. Use "#" after number fields you want to calculate.

****

CATEGORY	NAME OF FIELD	TYPE OF FIELD	LENGTH OF FIELD	DECIMAL PLACES

39.2

Name ______________________ Date ______________

DATA FOR THE "WORLD" FILE

Record #1
COUNTRY: SWITZERLAND
CONTINENT: EUROPE
CAPITAL: BERN
AREA (SQ.MI): 15,941
POPULATION: 6,600,000
DENSITY: 414.0
CURRENCY: SW. FRANC
% LITERACY: 99.5
PER.CAP.INC: $14,300

Record #2
COUNTRY: ETHIOPIA
CONTINENT: AFRICA
CAPITAL: ADDIS ABABA
AREA (SQ.MI): 472,432
POPULATION: 46,000,000
DENSITY: 97.4
CURRENCY: BIRR
% LITERACY: 15
PER.CAP.INC: $110

Record #3
COUNTRY: ITALY
CONTINENT: EUROPE
CAPITAL: ROME
AREA (SQ.MI): 116,500
POPULATION: 57,400,000
DENSITY: 492.7
CURRENCY: LIRA
% LITERACY: 97
PER.CAP.INC: $7,151

Record #4
COUNTRY: UNITED STATES
CONTINENT: NORTH AMERICA
CAPITAL: WASHINGTON D.C.
AREA (SQ.MI): 3,540,939
POPULATION: 243,800,000
DENSITY: 68.8
CURRENCY: DOLLAR
% LITERACY: 95.5
PER.CAP.INC: $14,461

Record #5
COUNTRY: VIET NAM
CONTINENT: ASIA
CAPITAL: HANOI
AREA (SQ.MI): 127,246
POPULATION: 62,000,000
DENSITY: 488.8
CURRENCY: DONG
% LITERACY: 78
PER.CAP.INC: $170

Record #6
COUNTRY: CANADA
CONTINENT: NORTH AMERICA
CAPITAL: OTTAWA
AREA (SQ.MI): 3,851,809
POPULATION: 25,900,000
DENSITY: 6.7
CURRENCY: CAN.DOLLAR
% LITERACY: 98
PER.CAP.INC: $13,541

Record #7
COUNTRY: MEXICO
CONTINENT: NORTH AMERICA
CAPITAL: MEXICO CITY
AREA (SQ.MI): 761,600
POPULATION: 81,900,000
DENSITY: 107.5
CURRENCY: PESO
% LITERACY: 81
PER.CAP.INC: $2,240

Record #8
COUNTRY: JAPAN
CONTINENT: ASIA
CAPITAL: TOKYO
AREA (SQ.MI): 143,574
POPULATION: 122,200,000
DENSITY: 851.1
CURRENCY: YEN
% LITERACY: 99
PER.CAP.INC: $10,200

Name ______________________________ Date ____________________

DATA FOR THE "WORLD" FILE

Record #9
COUNTRY: CHINA
CONTINENT: ASIA
CAPITAL: BEIJING
AREA (SQ.MI): 3,691,521
POPULATION: 1,062,000,000
DENSITY: 287.7
CURRENCY: YUAN
% LITERACY: 76.5
PER.CAP.INC: $330

Record #10
COUNTRY: SOVIET UNION
CONTINENT: ASIA
CAPITAL: MOSCOW
AREA (SQ.MI): 8,649,489
POPULATION: 284,000,000
DENSITY: 32.4
CURRENCY: RUBLE
% LITERACY: 99
PER.CAP.INC: $7,896

Record #11
COUNTRY: BRAZIL
CONTINENT: SOUTH AMERICA
CAPITAL: BRASILIA
AREA (SQ.MI): 3,286,470
POPULATION: 141,500,000
DENSITY: 43.0
CURRENCY: CRUZADO
% LITERACY: 74
PER.CAP.INC: $1,610

Record #12
COUNTRY: INDIA
CONTINENT: ASIA
CAPITAL: NEW DELHI
AREA (SQ.MI): 1,229,737
POPULATION: 800,300,000
DENSITY: 650.8
CURRENCY: RUPEE
% LITERACY: 36
PER.CAP.INC: $240

Record #13
COUNTRY: HAITI
CONTINENT: NORTH AMERICA
CAPITAL: PORT-AU-PRINCE
AREA (SQ.MI): 10,714
POPULATION: 6,200,000
DENSITY: 578.7
CURRENCY: GOURDE
% LITERACY: 23
PER.CAP.INC: $333

Record #14
COUNTRY: FRANCE
CONTINENT: EUROPE
CAPITAL: PARIS
AREA (SQ.MI): 211,208
POPULATION: 55,600,000
DENSITY: 263.2
CURRENCY: FRANC
% LITERACY: 97
PER.CAP.INC: $10,400

Record #15
COUNTRY: GUYANA
CONTINENT: SOUTH AMERICA
CAPITAL: GEORGETOWN
AREA (SQ.MI): 83,000
POPULATION: 800,000
DENSITY: 9.6
CURRENCY: GUYANA DOLLAR
% LITERACY: 86
PER.CAP.INC: $600

Record #16
COUNTRY: NEW ZEALAND
CONTINENT: AUSTRALIA
CAPITAL: WELLINGTON
AREA (SQ.MI): 103,884
POPULATION: 3,300,000
DENSITY: 31.8
CURRENCY: NEW Z.DOLLAR
% LITERACY: 98
PER.CAP.INC: $7,410

Topic 40: Entering Fields and Field Lengths

Aim: How do we enter fields and field lengths?

Performance Objectives: Students will be able to:

- name a new data base file
- list rules for naming files
- define key field
- enter fields and field lengths
- edit fields and field lengths
- explain rules for entering fields

Materials:

- worksheets 40.1-40.4
- software: DOS, PC-File III, students' data disks

Do Now:

Explain the difference between an alpha character and a numeric character.

Vocabulary: typographical error, key field

Motivation:

Has your family ever received a letter with the greeting: "Congratulations to the (your family name) that resides at (your address). You have just won $1,000,000." Probably several million other families received the same letter with their name and address included. Do you know how your family name and address got into that letter? Hopefully you guessed the answer. Yes, your family's name and address is in a huge data base. The company that is sponsoring the prize drawing is more than likely also selling something like magazines. This company bought the data base. Do you like the idea of being included in a large data base such as this? Explain.

Development:

1. If the students do not have a personal data disk that is formatted, they will follow the directions on Worksheet 40.1. If they have already prepared a disk for the PC-Write unit, they should continue with Worksheets 40.2 and 40.3.

2. Direct the class to load the program following the directions. You may want them to do it twice to make sure they understand.

3. Carefully guide the class through naming the file. Emphasize the rules for naming--no more than 8 characters and the filename cannot begin with a number.

4. Make sure that the class responds with Y for Yes when asked if they want to define the file. This means that the new file will be entered on their data disk.

5. Have the class refer to ENTERING FIELD NAMES. Explain KEY FIELD (first field in a record that is the most important one). Discuss the importance of following rules for entering. Since you will enter the

fields in all capitals, you must be consistent. Also, when you search and sort these fields, you must also be consistent and use capital letters.

6. Discuss the importance of stopping to check for typographical errors (mistakes in typing) before the ENTER key is pressed. Once a mistake is made, they must redo the entire set when they are setting up the file.

7. Tell the class to take out the DATA BASE PLAN they completed in the last lesson. Guide them through entering the KEY FIELD which is COUNTRY and the FIELD LENGTH which is 15.

8. Have the class enter all the fields checking for errors each time one is typed.

9. The class should check to make sure their final list is exactly like the one on Worksheet 40.3. If it is, they should type Y. If not, they should type N and redo the list.

Application:

Have the class complete RULES FOR USING THE PC-FILE III PROGRAM on Worksheet 40.3 and the REVIEW on Worksheet 40.4.

Summary:

1. How did you name the WORLD file?
2. What are the rules for naming files?
3. What is a key field?
4. How do you enter fields and field lengths?
5. How do you edit fields and field lengths?
6. What are the rules for entering fields?

Homework:

Choose one of the 16 countries that will be part of your WORLD data base. Use your sources at home and in the library to write a report on major products of the country that are exported and the products that must be imported. Make sure to define import and export. List your sources.

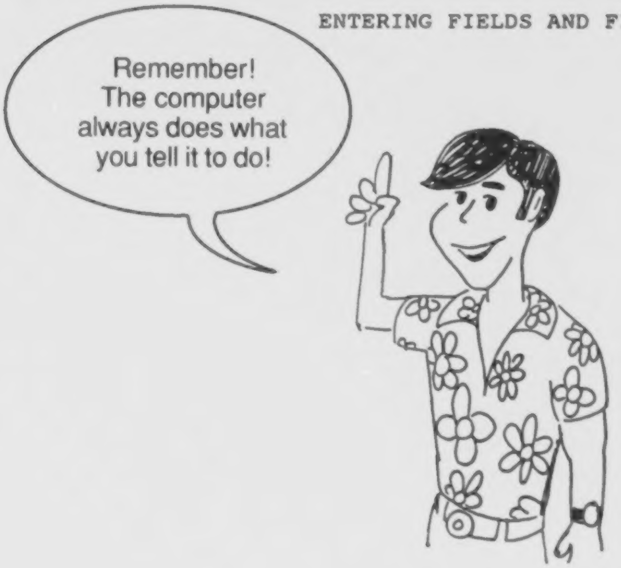
Enrichment:

Write a paragraph explaining five more fields you would like to add to the WORLD data base and why you feel that each of them is important for a thorough comparison of the countries.

TOPIC 40

Name ______________________________ Date ____________________

ENTERING FIELDS AND FIELD LENGTHS


Remember!
The computer always does what you tell it to do!

Now that you have discussed the meaning of each of the fields, determined types of reports you want to make, and decided on the name and length of fields, you are finally ready to begin entering the data base WORLD.

WHAT YOU WILL NEED

For this lesson you will need the DOS, PC-File III, and your formatted student data disk. You can use the same disk you used for the PC-Write unit. If you did not do that unit and have no formatted data disk, do the following:

NOTE: Do not complete these 3 instructions if you already have a formatted data disk.

1. Place the DOS into the bottom drive and a blank disk in the top. Turn on both switches.
2. When you see the A>, type FORMAT B: <ENTER>.
3. You will see the red light on and a message on your screen telling you that your disk is being formatted. Keep in mind formatting erases, so do not format a disk that includes files you want to keep.

Name ______________________________ Date ______________

LOADING THE PC-FILE III PROGRAM

Follow these directions to load the program:

1. Place the DOS in the A drive. Turn on both switches.
2. Press <ENTER> until you see A>. Remove the DOS and insert the PC-File III program into the A drive.
3. Type PC-FILE <ENTER>.
4. Place your data disk in the B drive.
5. Type B <ENTER> when asked for which drive.

NAMING A FILE

1. Since this is the first file you will be naming, you should see no files listed. You will be asked for the FILENAME:.
2. Type WORLD <ENTER>. Keep in mind that a filename can be no more than 8 letters. Also, you cannot begin filenames with numbers.
3. You will see a message that WORLD is a new file and then be asked if you want to define it. Press the letter Y <ENTER>.

ENTERING FIELD NAMES

1. You will then be asked for "KEY FIELD NAME." With the PC-File III program, the first field name in the record is the KEY FIELD. The first field is COUNTRY. Keep in mind that since you are entering the records in all capitals, you must refer to them in that manner later. If you ask for "country," you will not find it because you used "COUNTRY" when it was entered. After you type in the field, before you press <ENTER>, make sure to check the entry for typographical errors. Simply backspace and retype. IF YOU MAKE EVEN ONE MISTAKE IN ENTERING THE FIELDS AND FIELD LENGTHS, YOU MUST REDO THE ENTIRE SET. Type COUNTRY <ENTER>.

   What is the KEY FIELD in this data base? ______________________

2. Refer to the your Data Base Plan worksheet for the field lengths. How long is the length of COUNTRY? ______________________
3. Type the number 15 and <ENTER>.
4. The program will continue to ask for FIELD NAME and FIELD LENGTH. For future data bases, keep in mind that the most fields you can have is 41. Also, you can use up to 12 characters when deciding on the field name. Use your Data Base Plan worksheet to finish entering all the fields and field lengths for CONTINENT, CAPITAL, AREA (SQ.MI), POPULATION, DENSITY, CURRENCY, % LITERACY, AND PER.CAP.INC.

Name ______________________________ Date ______________

5. When you are finished with PER.CAP.INC and its field length, you will again be prompted with FIELD NAME. Press <ENTER> to tell the computer that you have finished.

6. Your field names and their lengths will be displayed on the screen. Check the screen with this list to make sure you have typed them correctly.

COUNTRY	15
CONTINENT	15
CAPITAL	16
AREA (SQ.MI)	11
POPULATION	15
DENSITY	7
CURRENCY	15
% LITERACY	6
PER.CAP.INC	9

7. If your list on the screen is identical, type the letter Y for Yes. Press <ENTER>. If they are not, type N for No and press <ENTER>. If you typed N, you must redo your list from the start.

8. You should have the Main Menu back on your screen. Press F10 then Q for Quit to end today's session.

* * *

RULES FOR USING THE PC-FILE PROGRAM

Like all computer programs, there are a number of rules to follow when using this data base program. Make a list of them on the lines.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

Name ______________________________ Date ______________

REVIEW

1. How long can a field name be? ______________________________

2. You cannot begin a filename with ______________________________

3. What is a KEY FIELD? ______________________________

4. What is the KEY FIELD for the WORLD file? ______________________________

5. What must you remember about capitalization and lower case letters when entering fields?

____

6. How can you correct mistakes in entering field names before you press ENTER?

____

7. If you entered a field name, pressed <ENTER>, and later realized you made a mistake, what must you do to make the correction?

____

8. How long can a filename be? ______________________________

9. How many fields can you have? ______________________________

10 How do you load the PC-File III program? ______________________________

____

____

11. How do you get back (retrieve) a file you saved on a data disk?

____

____

****

WRITING A COMPARISON

Now that you are somewhat familiar with the data base program, write a paragraph comparing it to the word processing program. Also, explain why most businesses would need both types of programs.

Topic 41: Entering Records

Aim: How do we enter records?

Performance Objectives: Students will be able to:

- load the WORLD file
- enter records
- explain rules for entering records
- edit mistakes

Materials:

- worksheets 41.1-41.3
- software: DOS, PC-File III, data disks

Do Now:

What are the rules to remember when naming files?

Vocabulary: proofread

Motivation:

Imagine a gigantic automobile parts warehouse. It is a complicated job to locate each part when an order is to be filled or when the shelves are to be stocked. Many large warehouses make use of a data base for this job. The data base can tell the manager where each part is and where the empty spaces are. It can set up the best route for quickest pick up, loading, and dispatching of items to the specific locations. When a new load of parts arrives, a data base sets up a plan for stocking the shelves in the shortest length of time. Do you think the use of computers such as this causes a large number of employees to be laid off or fired? Is the savings in time and energy worth it? Explain. Do you think a warehouse would ever go back to the old method? Explain.

Development:

1. Tell the class that they will be using the two worksheets that include the records of the 16 countries. Next tell them to load the program disk and to retrieve the file WORLD from their personal data disk following the directions on Worksheet 41.1.

2. Explain that the file WORLD contains no records. Have them locate the message on the screen that tells them.

3. Ask which function key will allow them to add records. Have the class follow the directions on the worksheet to begin adding records at #1. Remind them that they should press the CAPS LOCK so that the data is entered in all capitals. Emphasize that they should proofread (check carefully) before pressing <ENTER>. It is a good idea to have the students work as partners so that they can check one another's work. If there is a mistake, they can press backspace and retype the data. They can also press the spacebar over the incorrect data and it will disappear.

4. Tell them that they will see a prompt "Is this OK? Y, N, or X (to stop asking)." Instruct them to type Y if the data is correct; type N if it is not and must be edited; and to not type X because then the program will

stop asking and mistakes might be entered.

5. Have the class enter all 16 records. At "Adding at #17," they will just press <ENTER> to indicate that they have completed entering the records.

Application:

Have the students complete REVIEW and CHALLENGE on Worksheets 41.2 and 41.3.

Summary:

1. How do you load the WORLD file?
2. How do you enter records?
3. What are some rules to remember when entering?
4. How do you edit mistakes?

Homework:

From the list of 16 countries, choose the country you would least like to live in. Do research to identify facts that make it an undesirable place. List your sources. Write a report.

Enrichment:

Today's new offices that rely on computers for just about everything are called electronic offices. Write a report explaining some of the jobs and office equipment and supplies that are no longer necessary since the advent of the electronic office. Then describe some of the new jobs and the new equipment and supplies that are needed for such an office.

TOPIC 41

Name ______________________________ Date ____________________

ENTERING RECORDS

Rule - Make sure to spell each word correctly when entering files,or you will be confused later.

ICE CREAM
ICE CRUMB
ICE CRUMB

The next step in creating your WORLD data base file is to type in or enter the records. For this lesson you will need the two worksheets that include the 16 records, the DOS, PC-File III, and your student data disk that has the fields of the file WORLD saved. Follow these directions to enter the records:

1. Load the program PC-File III. Place your data disk in drive B.
2. When you see the prompt for "which drive?," type B <Enter>.
3. The program will show you your filename list. You should see WORLD. At the FILENAME: prompt, type WORLD <ENTER>.
4. You will see a message "Loading World Index." What do you see on top of the screen?

   ____

5. This tells you that there are no records entered for your file WORLD. Your task in this lesson is to add records to the file WORLD. What function key do you press? ______________________________

Name ______________________________ Date ____________________

6. After you have pressed F1 to add a record, you will see "ADDING AT #1" and then "COUNTRY" with a blinking cursor. Make sure you press the CAPS lock so that you will enter the records in all capital letters. Always check for typographical errors before pressing <ENTER>. You can backspace and retype and also use the spacebar to erase extra letters.

7. Begin entering the data for Record #1. After the data for the entire record has been entered, you will see a prompt "Is this OK? Y, N, or X" (to stop asking). Carefully check the information. If you are working with a partner, both of you should proofread carefully. If you see a mistake, press N <ENTER>. You will then have to retype all the data for that record. Hopefully, you did not make a mistake. If were careful the data is accurate, and you can press Y <Enter> for Yes.

8. You will then follow the same procedure to enter Record #2. Enter all 16 records. For your information, PC-File III lets you enter up to 10,000 records.

9. After you have typed in Record #16 for New Zealand, you will see "Adding at #17." Since you are finished typing the records for today, just press <ENTER>.

10. You will see "B:WORLD: 16 Records" and the Main Menu. Press F10 to quit the session for today.

****

REVIEW

1. What function key lets you add records to a file? ____________________

2. Why is it extremely important to check for typographical errors before pressing <ENTER>?

____

3. How many records can you enter with PC-File III? ____________________

4. How do you retrieve the file WORLD? ____________________

____

5. How do you exit the program? ____________________

Name ________________________ Date ____________

CHALLENGE!

Without looking at the worksheet with the WORLD file information or your data base file, see if you can remember the continent and one fact (piece of data) for each country.

1. Switzerland ____________________
2. Ethiopia ____________________
3. Italy ____________________
4. United States ____________________
5. Viet Nam ____________________
6. Canada ____________________
7. Mexico ____________________
8. Japan ____________________
9. China ____________________
10. Soviet Union ____________________
11. Brazil ____________________
12. India ____________________
13. Haiti ____________________
14. France ____________________
15. Guyana ____________________
16. New Zealand ____________________

****

WHICH COUNTRY?

1. Which countries do you think have the hottest temperatures?

   ____

2. Which countries have English as their major language?

   ____

3. Which country would you like to travel to? Why?

   ____

Topic 42: Adding Records

Aim: How do we add records?

Performance Objectives: Students will be able to:

- add new records
- use the key command

Materials:

- worksheet 42.1.
- software: DOS, PC-File III, students' data disks

Do Now:

Explain why careful proofreading is important when entering data into data base records.

Vocabulary: key command

Motivation:

Probably the most popular of all data bases you can buy a subscription to is called The Source. You will need a modem with the necessary telephone line attached to your computer. To use The Source, you must log on. This means you have to enter your secret ID number and your password. This data base will allow you to get information on news, business and financial markets, home and leisure, catalog shopping, education and careers, and many other topics. You can get your daily horoscope and a TV listing. You can also see classified ads and names and prices of popular books and records or tapes. If you stay logged on for a long length of time, your telephone bill could be high. This type of data base has become a high entertainment expense for computer addicts. How would you use The Source?

Development:

1. Instruct the class to load the PC-File III program and the file WORLD.
2. Tell the class that they will be adding 4 more records so that they will have a total of 20. Emphasize that some of the data they will be entering will be incorrect, but they are to enter it anyway. They will then practice editing mistakes in the next lesson when they learn how to modify records.
3. Distribute Worksheet 42.1. Ask the class which function key to press to add records. Assist the class in entering records #17, #18, #19, and #20 that are listed on the worksheet.
4. Explain that they will modify or make changes in each of the records. Ask which function key is the correct one to modify records. Tell them that they will be using the KEY command. Ask them what the KEY FIELD is. (Elicit - Country) Therefore, the KEY command is to type COUNTRY.

Application:

Divide the class into small groups. Have them research five more countries that they will add to the data base at a later date. Have them list all the necessary data for the fields.

Summary:

1. How do you add new records?
2. How do you use the key command?

Homework:

Look at the data for all 20 countries. Find a country with a very low per capita income. Do research on that country. Describe the life of most of the population. Compare it to life in the United States. Describe the quality of life and how their priorities are different from ours. List your sources.

Enrichment:

Do research to find out how you could subscribe to The Source. Write a short report.

TOPIC 42

Name ______________________________ Date ____________________

ADDING RECORDS

I'd like to add a few records.

Before you begin the activities, load the program PC-File III and the file WORLD which is saved on your data disk.

ADDING RECORDS

At the Main Menu, press function key F1. Enter the data for Records #17, #18, #19 and #20. If you are a world history whiz, you may notice that some of the data is incorrect. Do not worry, you will be changing (modifying) the records in the next lesson.

Record #17
COUNTRY: MALI
CONTINENT: AFRICA
CAPITAL: RAMAKO
AREA (SQ.MI): 478,819
POPULATION: 8,400,000
DENSITY: 17.5
CURRENCY: FRANC
% LITERACY: 10
PER.CAP.INC: $150

Record #18
COUNTRY: EGYPT
CONTINENT: ASIA
CAPITAL: CAIRO
AREA (SQ.MI): 386,900
POPULATION: 51,900,000
DENSITY: 134.1
CURRENCY: POUND
% LITERACY: 50
PER.CAP.INC: $500

Record #19
COUNTRY: ISRAEL
CONTINENT: ASIA
CAPITAL: JERUSALEM
AREA (SQ.MI): 7,992
POPULATION: 4,400,000
DENSITY: 550.6
CURRENCY: SHEKEL
% LITERACY: 94
PER.CAP.INC: $16,093

Record #20
COUNTRY: FINLAND
CONTINENT: EUROPE
CAPITAL: HELSINKI
AREA (SQ.MI): 130,119
POPULATION: 4,900,000,000
DENSITY: 37.7
CURRENCY: MARKKA
% LITERACY: 100
PER.CAP.INC: $10,870

After you have finished entering Record #20, press <Enter> when you see the prompt to add record #21. This tells the program you have completed the typing. You should see the Main Menu. Press F10 to exit.

Topic 43: Modifying Records

Aim: How do we modify records?

Performance Objectives: Students will be able to:

- define modify
- demonstrate the skill of modifying records

Materials:

- worksheet 43.1, 43.2
- software: DOS, PC-File III, students' data disks

Do Now:

What key do you use to add records?

Vocabulary: modify

Motivation:

If you were asked to compare and contrast all the states on the east coast, how would you do it? You could use a set of encyclopedias, a geography book, an atlas, and an almanac. You would have to write down a lot of information and then try to figure out how the various states are alike and how they are different. How could you use a data base for the same assignment?

Development:

1. Ask the class what the word modify means. (Elicit - make changes.) In this assignment you will modify records. Elicit some reasons why records would be modified - typographical errors, changes in population or other statistics.
2. Ask the class what the KEY command is. (Elicit - typing the name of the first field to find the record.) Distribute Worksheet 43.1 and have the class follow the directions to use the KEY command COUNTRY to modify the MALI record. Then review how to browse through a data base.
3. Ask the class how the #n command is used to get records on the screen. (Elicit - with this command, you type the record number, e.g., #18) Distribute Worksheet 43.2 and have the class follow the directions to modify the EGYPT record.
4. Ask the class how the + command is used to find a record. (Elicit - the next record is presented on the screen) Have the class modify the record ISRAEL.
5. How do you get the last record entered on the screen? (Elicit - type the backward slash)
6. Modify the last record by following the directions in #8 on the worksheet.
7. Have the class exit the program.

Application:

Complete WHAT ARE THE SIX COMMANDS TO RECALL RECORDS? on Worksheet 43.2.

Summary:

1. What does modify mean?
2. How do you modify a record?

Homework:

You will be creating a data base of states later in this unit. Make a list of ten states you would like to include in your state data base.

Enrichment:

Write a paragraph explaining how a data base management program could be used in one of the following: a car insurance company, a supermarket, a department store, a pharmacy, or a video store.

TOPIC 43

Name ______________________________ Date ____________________

MODIFYING RECORDS

Yes
No
Do you know what modify means?

In this section of the lesson, you will be changing or modifying records. What function key will you press? ______________________
Follow these directions to modify:

1. Type the function key F2 or type MOD and press <ENTER>.

2. The bottom of your screen will read:

   KEY, or #n, *, +, -, \

   To review the meanings of these commands:

   KEY - refers to data in first field
   #n - refers to number of record in file
   * - most recently retrieved lesson
   + - the next record after the one just worked on
   - - the record right before the one just worked on
   \ - the last record entered

3. These commands make it easy to make changes in records. The KEY command refers to the first field. What was the first field in the file WORLD?

   ____

Name ______________________________ Date ______________

4. Since the first field was COUNTRY, in order to use the KEY command you must type the name of the country of the record you want to modify. There is a change to be made in the "MALI" record. Type MALI <ENTER>. The MALI record will appear on the screen. You will be asked for the field you wish to modify. The change to be made is in the FIELD NAME "CAPITAL." Type CAPITAL <ENTER>. The capital is "BAMAKO," not "RAMAKO." Type right over the word so that it reads BAMAKO. Press <ENTER>. Don't forget to use all capital letters.

5. Another way to get a record on the screen to make changes is to use the "#n" command. With this command, you type the record number. Since, there is a change to be made in Record #18, type #18 <ENTER>. There is a mistake in the CONTINENT entry of the EGYPT record. On what continent is Egypt? ______________________________

6. Type CONTINENT <ENTER> for the field. Change ASIA to AFRICA. Press <ENTER>.

7. Press the plus sign + and <ENTER> to modify the next record ISRAEL. Type PER.CAP.INC <ENTER> for the field. Then modify the file by changing $16,093 to $6,093.

8. To change the last record entered, type the backward slash \ <ENTER>. Type POPULATION <ENTER> for the field. Next change 4,900,000,000 to 4,900,000. Press <ENTER>.

9. Since there are no other records to modify, press <ENTER> to return to the Main Menu. Press F10 to exit the program.

****

WHAT ARE THE SIX COMMANDS TO RECALL RECORDS? Next to each key, write the purpose of each.

KEY ______________________________

#n ______________________________

* ______________________________

+ ______________________________

- ______________________________

\ ______________________________

Topic 44: Deleting a Record

Aim: How do we delete a record?

Performance Objectives: Students will be able to:

- define delete
- demonstrate the delete record command

Materials:

- Worksheet 44.1, 44.2
- software: DOS, PC-File III, PC-Write, students' data disks

Do Now:

What does it mean to modify a record?

Vocabulary: delete

Motivation:

Do you have a class library? Imagine that you have several hundred books in your classroom. How could you design a data base to help to manage them? (Elicit - by type, difficulty, recommendation, etc.) If you do have a class library, begin designing a data base. If you do not, each student should try to bring in 4 or 5 books from home to make a class library. They can be novels or non-fiction books.

Development:

1. Think of the data base of the class library that you just discussed. What would happen if the book were lost and could not be replaced? (Elicit - the file would have to be deleted.) You will learn how to delete a record in this assignment.
2. Distribute Worksheet 44.1. Have the class follow the directions to add two new records--#21 and #22.
3. Ask the class what delete means. Have them explain how they used the delete command when they were doing word processing. Tell the class that they will now practice deleting the two records that they just added. Have them follow the directions on the worksheet to delete the records.
4. The class should complete the review activity and puzzle - Worksheet 44.2.

Application:

Type a paragraph using your word processing program explaining how adding, modifying and deleting records make using this data base management system an easy task.

Summary:

1. What does it mean to delete?
2. How do you delete a record?

Homework:

Think of the 20 countries in your WORLD data base. Which country would you least like to travel to? In a paragraph, explain the reasons why you think this country would be less appealing or interesting than the others.

Enrichment:

Take a trip to a local computer store. Investigate the types of data base programs available. Write a report comparing the number of records that can be included, the memory necessary, the price, the type of computer, etc.

TOPIC 44

Name ______________________________ Date ______________

DELETING RECORDS

Before you practice deleting a record, press the function key F1 or type ADD. Enter the following data for these two countries:

Record #21

COUNTRY: PORTUGAL
CONTINENT: EUROPE
CAPITAL: LISBON
AREA (SQ.MI): 34,340
POPULATION: 10,300,000
DENSITY: 299.9
CURRENCY: ESCUDO
% LITERACY: 80
PER.CAP.INC: $2,247

Record #22

COUNTRY: CAMEROON
CONTINENT: AFRICA
CAPITAL: YAOUNDE
AREA (SQ.MI): 183,569
POPULATION: 10,300,000
DENSITY: 56.1
CURRENCY: FRANC
% LITERACY: 55
PER.CAP.INC: $850

After you have entered the records, you will see a prompt asking you for data for Record #23. Just press <ENTER>. Imagine that you have just been told that you can only include the first 20 records. That means you will have to delete the two new records you entered. Follow these directions to delete these records:

1. Press F3 or type DEL. The bottom of the screen will read: KEY or #n,*,+,-,\
2. Use one of the commands to get the file for Record #21 on the screen. For example, you can use the KEY command by typing COUNTRY and then PORTUGAL for the "Look for" prompt.
3. Once you have the record on the screen, type the word DELETE and press <ENTER>.
4. Get the record for Cameroon on the screen. Delete that one also.
5. Since you do not want to delete any more records, press <ENTER>. You will again see the Main Menu.
6. Use the necessary steps to end the session. What are they?

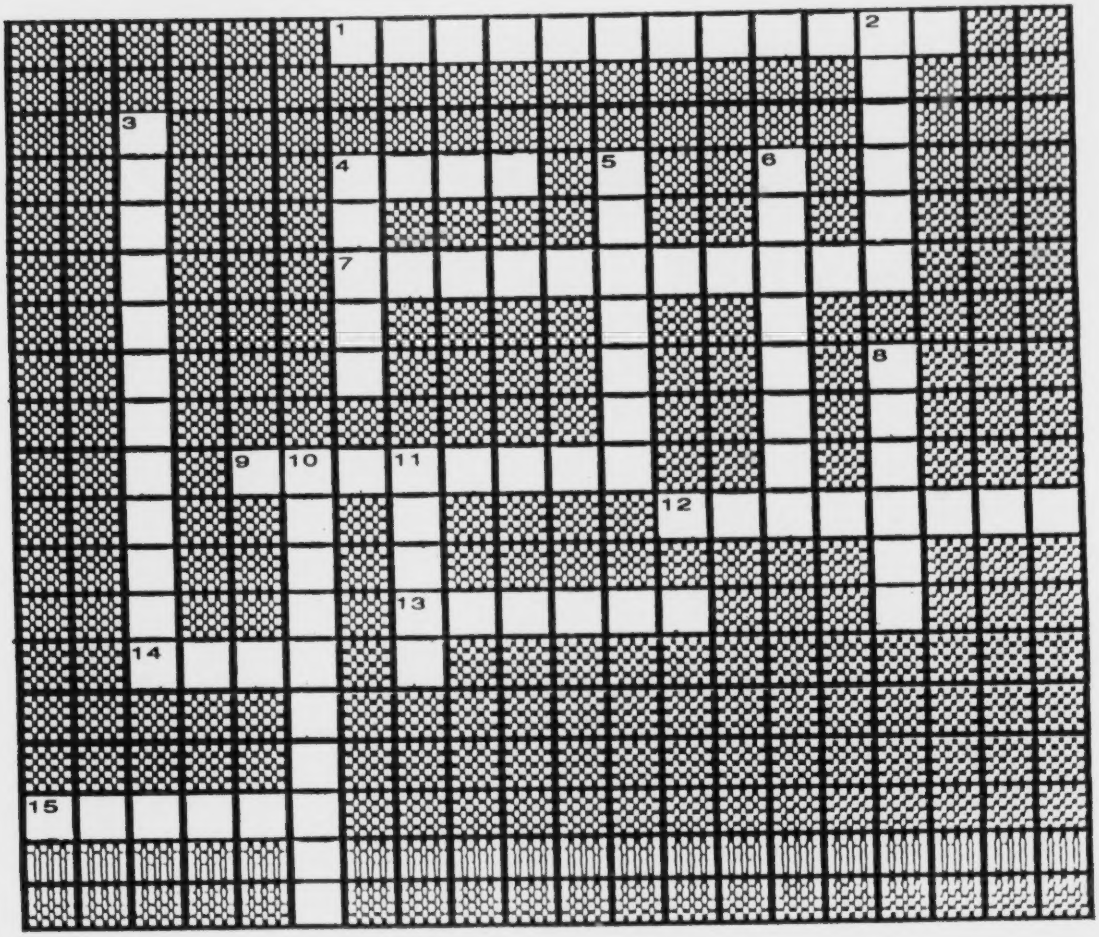
____

REVIEW

1. What does delete mean? ______________________
2. What key do you use to delete records? ______________________

44.2

Name ______________________________ **Date** ____________________



ACROSS CLUES

1. the alpha or numeric characters that are used to find specific data
4. a collection of related records
7. a type of search that allows the user to find specific data
9. a type of information such as street address or last name
12. the first category of a data base
13. a collection of fields that are related
14. an information entry into a field
15. to look at records

DOWN CLUES

2. to look for specific data
3. a category made up of numbers
4. a category or item of information
5. to show an entire record or set of records
6. a printed data base report
8. to change the data
10. a category made up of letters of the alphabet
11. the data typed into a field

Topic 45: Displaying Records

Aim: How do we display a record?

Performance Objectives: Students will be able to:

- display records
- identify display commands

Materials:

- worksheets 45.1-45.3
- software: DOS, PC-File III, students' data disks

Do Now:

What does it mean to delete a record?

Vocabulary: display

Motivation:

In today's electronic offices, manufacturing companies set up data bases for all their customers. After the data for each customer is entered with the amounts and items, different departments can use the data base. Advertising letters can be sent through a data base mailing list. It can be used to prepare invoices by the billing department. The accounts receivable department can keep track of balances for each customer. Can you think of other ways a manufacturer could use a large customer data base?

Development:

1. Instruct the class to load the program and the data disk.

2. Ask the class what a store display is. (Elicit - something that the customers look at.) Ask them what it means to display a record. (Elicit - show it on the screen.) Ask them what the display function key is. Have them read and follow the directions on DISPLAYING A RECORD on Worksheet 45.1.

3. Review the key commands that are listed on Worksheet 45.2.

4. Review the meaning of the following:

   a. literacy rate
   b. per capita income
   c. density

5. Guide the class through #6-#11 on Worksheet 45.2.

Application:

Have class complete the REVIEW section on Worksheet 45.3.

Summary:

1. How do you display records?
2. What are the display commands and what do they mean?

Homework:

Look at the data for the 20 countries. Choose one country with a high density. Choose another with a low density. Research both countries to find information on how the density affects the quality of life. Write a report comparing the two. List your sources.

Enrichment:

Pretend you have a computer with a modem. Design a service that would fit your needs. Remember that with modems your computer could talk to computers all over the world. Explain exactly the type of service you would like.

TOPIC 45

Name ______________________________ Date ________________

DISPLAYING RECORDS

Before you decide how you want to display records, take another look at the fields.

COUNTRY:
AREA:
POPULATION:

In this lesson you will learn to display various records to find specific information. The first step is to load the PC-File III program disk and the file WORLD which you saved on your student data disk. After they have been loaded, get the Main Menu on your screen.

DISPLAYING A RECORD

Sometimes you may just want to display or show an entire record to check on certain information or to see if it should be changed. Follow these directions to display a record:

1. After the program and the file have been loaded into your computer, you will have the Main Menu on your screen. What message do you see above the Main Menu?

   ____

2. In this activity you will learn to display a record. What does display mean?

   ____

Name ______________________________ Date ______________

3. Which function key lets you perform this command? ______________

4. Either type DIS <ENTER> or press the F4 key.

5. You will see the following on your screen:

   KEY, or #n, *, +, -, \

   The meaning of these commands is as follows:

   KEY - refers to data in the first field
   #n - refers to the number of the record in the file
   * - the most recently retrieved file
   + - the next record after the one just worked on
   \- - the record right before the one just worked on
   \\ - the last record entered

6. Type #1 <ENTER>. What record do you see? ______________

   What % of the people are literate? ______________

   Is this high? ______________

7. Type + <ENTER>. What record is displayed? ______________

   What is the capital? ______________

8. Type UNITED STATES <ENTER>.

   What is the per capita income of the people? ______________

   Does this amount seem enough to live on? ______________

   Explain. ______________

9. Type - <ENTER>. What country is displayed? ______________

   What is the population? ______________

10. Type \ <ENTER>. (This symbol is the backward slash.)
    What country do you see on the screen? ______________

    What is their money called? ______________

11. Type CANADA <ENTER>. What is the density? ______________

    Based on the density, do you think this country is crowded? ______________

    Explain. ______________

45.3

Name ______________________________ Date ______________

REVIEW

To review the commands used in this lesson, you will first practice using the commands and then write several facts about each one. Use one of the commands to display the following records. Write the continent and then two interesting facts (data) about each one:

CONTINENT FACT

JAPAN ______________ ______________________________
____

ITALY ______________ ______________________________
____

HAITI ______________ ______________________________
____

GUYANA ______________ ______________________________
____

EGYPT ______________ ______________________________
____

MEXICO ______________ ______________________________
____

BRAZIL ______________ ______________________________
____

FINLAND ______________ ______________________________
____

FRANCE ______________ ______________________________
____

You have completed the display activity. Press ENTER again to get back to the Main Menu. End today's session.

Topic 46: Finding Records Using the Exact Search

Aim: How do we do an exact search?

Performance Objectives: Students will be able to:

- explain the purpose of the find command
- explain search data
- define an exact search
- demonstrate ability to do an exact search

Materials:

- worksheets 46.1, 46.2
- software: DOS, PC-File III, students' data disks

Do Now:

List five facts you have learned about the 20 countries in your WORLD data base.

Vocabulary: exact search, search data

Motivation:

Did you ever read or hear of the book 1984? In this book the motto of the government emphasized the fact that "Big Brother is watching you!" In this famous book, the government spied on all citizens to learn personal information. Our government also has information on us in the form of data bases. The F.B.I. has one that lists all criminals. The Internal Revenue Service has one that lists all persons that pay taxes. The Office of Social Security's data base lists all persons and their social security numbers. The Bureau of the Census has information on all citizens. Can you think of other government offices that use special data base files to keep records on us? Do you like the idea of the government knowing a lot about you and your family? Explain.

Development:

1. Tell the class that in today's lesson they will practice searching for specific data. Have them load the program and the file WORLD.

2. Have them follow the directions on Worksheet 46.1 as they choose the function key to find or search for data.

3. Guide the class through #3 and #4 as they search for exact data. Tell them that these are called exact searches since you know exactly what you want the data base to find. Discuss the term search data. Have them complete the answers to #4 and discuss.

4. Distribute Worksheet 46.2. Explain #5. Remind them to always do complete searches.

Application:

Have the students complete A SEARCH CHALLENGE. Discuss the answers.

Summary:

1. What is the purpose of the find command?
2. How do you use the find command?
3. What is an exact search?
4. How do you complete an exact search?

Homework:

Define the term standard of living. Write a report comparing the standard of living of the majority of the countries on two different continents. Explain why some continents have some countries with very high standards of living and others have countries with very low ones.

Enrichment:

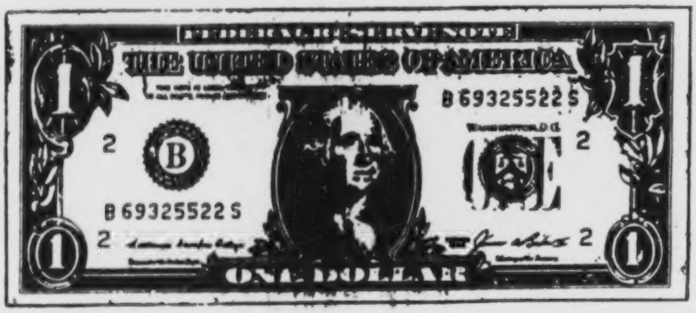
What fields would you use for a data base titled Jungle Animals? Make a list. What sources would you use to find the data?

TOPIC 46

Name ______________________________ Date ____________________

FINDING RECORDS USING THE EXACT SEARCH

How would you search for countries that use this currency?



In this lesson you will learn to find or search for information in the 20 records you entered in the file WORLD. Before you begin, load PC-File III program and the file WORLD.

1. You should see the Main Menu on the screen. Since your assignment is to find a record, which function key will allow you to do that?

   ____________________ ____________________

2. Press F5 <ENTER>. You will see a list of all the field names in your data base file. What is the prompt asking for?

   ____

3. The first search you will complete is in the CURRENCY field. Type CURRENCY <ENTER>. You will see the following on your screen:

```
>xxx (scan full field)      ?xxx (soundex)
Look for: ____________
```

4. The easiest way to find information is to type it exactly as it is spelled. Type BIRR <ENTER>.

   What country uses this type of currency? ____________________

   What percent of the people can read and write? ____________________

   Which field gives you that information? ____________________

5. When you do searches you will see a prompt at the end of the screen to either press <ENTER> or to press S to stop searching. Do complete searches instead of stopping. Press <ENTER> twice. You will see FIELD TO SEARCH again.

46.2

Name ____________________ Date ____________

A SEARCH CHALLENGE

Do these other exact searches **of your** data base keeping in mind that there may be more than one answer. If **there is** more than one, write the other answer or answers on the same line.

FIELD	LOOK FOR	COUNTRY?
% LITERACY	97	
DENSITY	414.0	
PER.CAP.INC	$10,200	
AREA (SQ. MI)	103,884	
POPULATION	1,062,000,000	
CAPITAL	HANOI	
AREA (SQ.MI)	62,000,000	
PER.CAP.INC	$110	
DENSITY	68.8	
CONTINENT	AUSTRALIA	
POPULATION	122,200,000	
CAPITAL	CAIRO	
% LITERACY	94	
AREA (SQ.MI)	3,540,939	
CAPITAL	OTTAWA	
CURRENCY	FRANC	
CONTINENT	NORTH AMERICA	
CONTINENT	AFRICA	

Use a globe to see where the countries in your file are located.

Topic 47: Finding Records Using the Partial and Soundex Searches

Aim: How do you use the partial and soundex searches?

Performance Objectives: Students will be able to:

- define a partial search
- demonstrate ability to complete a partial search
- define a soundex search
- demonstrate ability to complete a soundex search

Materials:

- worksheets 47.1-47.3
- software: DOS, PC-File III, students' data disks

Do Now:

Define an exact search.

Vocabulary: partial search, soundex search

Motivation:

Many businesses use large data bases to keep the employee and customer files. If employees are given a bonus at the end of five, ten, twenty, etc. years, the data base could find all employees each month who fit the descriptions to qualify for the various bonuses. If a company wanted to print a list each month of all customers who generated $5,000, $10,000, $20,000, etc. worth of business, the data base could find those customers and print reports with ease. How else could businesses use a data base management system for employee and customer records?

Development:

1. Review exact search. Tell the class that they will not always be able to remember the exact search data. That is why partial searching is such an important feature. With it a user can look for all occurrences of a partial search phrase. In this type of search they will have to know some of the characters in the search data.

2. Guide the class through Worksheet 47.1 as they practice the partial search. Discuss their answers.

3. Distribute Worksheet 47.2. Explain the definition of a soundex search which is a search that will find all data that sounds alike. Guide the class through the activities.

4. Assist the class through the CHALLENGE SEARCHES on Worksheets 47.2 and 47.3. Discuss the answers.

Application:

Have the class complete DECIDING ON YOUR OWN SEARCH PHRASE and WHAT HAVE YOU LEARNED?

Summary:

1. What is a partial search?
2. How do you complete a partial search?
3. What is a soundex search?
4. How do you complete a soundex search?

Homework:

How could your school make use of partial and soundex searches in making reports of student information? Think of specific examples. Write a short paragraph.

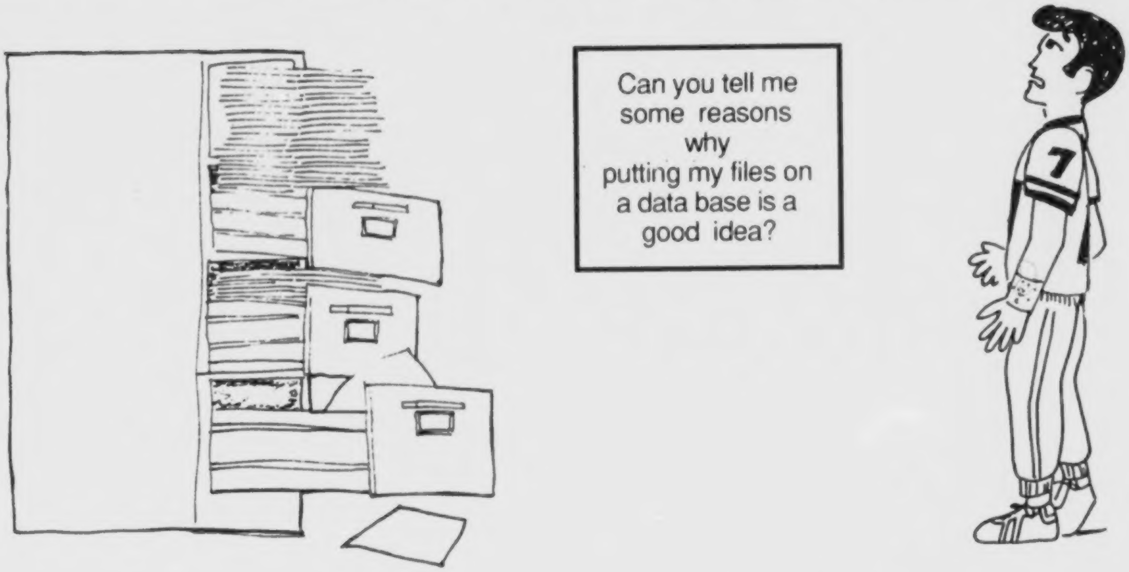
Enrichment:

Imagine that you are opening up your own business. Write a paragraph explaining how you would use a data base management system.

TOPIC 47

Name ______________________________ Date ________________

FINDING RECORDS USING PARTIAL AND SOUNDEX SEARCHES


Can you tell me some reasons why putting my files on a data base is a good idea?
7

1. Sometimes you may have problems remembering the complete data or the exact spelling. If you type > (greater than sign) before the data you want to search for, the program will search for every occurrence of information that includes that data. If you requested data in the CURRENCY field, you could find every country that uses some type of dollar with this search command.

2. Type CURRENCY <ENTER> for the field. Then type >DOLLAR <ENTER> for the data. What are the countries that use some type of dollar for their currency?

   ______________________ ______________________

   ______________________ ______________________

3. If you do not type the ">" you will get the records that begin with the search data. For example, if you typed JOH for the search data, you would get JOHNSON, JOHNSTON, JOHN, etc. Try finding all records that have a CAPITAL that begins with the letter "B."

4. Type CAPITAL for the search data. Type B <ENTER>. Which ones did you find?

   ____

Name ______________________________ Date ______________

THE SOUNDEX SEARCH

1. It is not always so easy to search for data. Sometimes you cannot remember the exact spelling and want the computer to search for all data that sounds alike. If you type a question mark (?) before the search data, a soundex search will be made. A soundex search will find all records that sound the same as the search data.

2. Type CURRENCY <ENTER> for the field. Type ?YUN <ENTER> for the search data. Did you find any records? ______________________

   Which ones? ______________________

3. Try another soundex search. Find the country that has a CAPITAL that sounds like HONOW. ______________________

4. Try to find the CAPITAL that sounds like BURN. ______________________

5. Find the CURRENCY that sounds like PEESSO. ______________________

CHALLENGE SEARCHES

Do either partial or soundex searches. Write the name(s) of the country or countries for each of these searches:

1. The PER.CAP.INC begins with $14?

   ____

2. The COUNTRY that begins with MA?

   ____

3. The % LITERACY begins with 9?

   ____

4. Its currency begins with SHE?

   ____

5. The COUNTRY that begin with the letter C?

   ____

6. Its CAPITAL begins with WELL?

   ____

7. The % LITERACY begins with 5?

   ____

8. Its DENSITY begins with 65?

   ____

Name ______________________________ Date ____________________

9. Its CURRENCY begins with FR?

____

10. Its CAPITAL sounds like BEGING?

____

11. Its CURRENCY sounds like RUBBEL?

____

12. Its CAPITAL begins with the letter P?

____

DECIDING ON YOUR OWN SEARCH PHRASE

Do two partial searches. Write down the partial search phrase you used, the field, and the data that you found.

Search 1 ____

Search 2 ____

Do two soundex searches. Write down the soundex search phrase, the field, and the data that you found.

Search 1 ____

Search 2 ____

WHAT HAVE YOU LEARNED?

1. For each country write the name of the continent:

FRANCE ____________________ NEW ZEALAND ____________________

MALI ____________________ MEXICO ____________________

VIETNAM ____________________ BRAZIL ____________________

FINLAND ____________________ HAITI ____________________

2. For each country, write the currency:

JAPAN ____________________ EGYPT ____________________

ITALY ____________________ CANADA ____________________

3. For each country, write the capital:

MEXICO ____________________ FINLAND ____________________

MALI ____________________ NEW ZEALAND ____________________

Topic 48: Changing the Record Layout

Aim: How do we change the records layout?

Performance Objectives: Students will be able to:

- alter field names
- describe an alphabetic and a numeric sort
- differentiate between ascending and descending order
- demonstrate ability to list records
- demonstrate ability to sort records
- format a report
- print a report to the screen

Materials:

- worksheets 48.1-48.5
- software: DOS, PC-File III, students' data disks

Do Now:

Explain the difference between a partial search and a soundex search.

Vocabulary: format, list, sort, alter, alphabetic sort, numeric sort, ascending order, descending order

Motivation:

Do you live in an area with a high or low density? What does density mean? Do you think your life would be better if the population in New York City were not as dense? What would be some of the advantages of having more space? How would it make a difference in your life at home, in school, in parks, in buses and subways, and in places featuring entertainment, such as movie theaters? Since most people do not really like living in a place that is very crowded, why do so many people live in New York City? If you could move to any other place in this country, where would it be? What would be the main reason you would move? If you want to always live here, what are the reasons?

Development:

1. In this lesson you will learn to shape your records into a specific format called a layout. A layout is an arrangement of data from the records. You can see the layout on your screen, print it on paper, or just save it on your personal data disk.

2. Instruct the class to load the program disk and the file WORLD. Distribute Worksheets 48.1 and 48.2.

3. Explain that when the original records were entered, it was important that some of the data contain commas. For example, the population and area are very difficult to read without commas. However, with PC-File III, if the fields are not formatted with the number sign, the data will not be lined up. The report will not look neat, and the information will be difficult to read. There is a simple way to redo the field names. Have the class look at the Main Menu and decide which function key will allow them to alter a field name. Guide the class through the activities to alter field names.

4. Ask the class what it meant to format a letter or report in word processing. Explain that formatting in a data base is similar. In order to format the records, they must first list the records and design the report. Guide the class through FORMATTING A REPORT and LISTING RECORDS on Worksheets 48.2 and 48.3. Emphasize the importance of typing the headings in all capitals or they will not be entered. Explain that if they format other reports from this file, they can simply change the order of the heading list. Explain how they could add extra spaces by typing a greater than sign and the number of spaces.

5. Have them keep track of the column in #7. Remind them that there are only 79 columns.

6. Guide the class through naming the report and naming the format in this activity. Explain the difference between selecting all the records and selecting some. Tell them they will learn to select some of the records in later lessons.

7. After the class has completed the listing section, guide the class through SORTING A DATA BASE on Worksheets 48.3 and 48.4. Review alphabetic and numeric sort, as well as ascending and descending order by doing the examples in #3.

8. Explain SORT FIELD #1 by telling the class that when they type in the field name, the computer will sort first by this field. With SORT FIELD #2, the computer will do a second sort based on this field.

9. Tell the class to follow the directions carefully until they see a copy of the report on the screen. It is listed on Worksheet 48.5. They should compare it to the one on the worksheet.

Application:

Have the class complete the questions on A DENSITY COMPARISON on Worksheet 48.5. Discuss answers.

Summary:

1. How do you alter field names?
2. How do you list records?
3. How do you sort records?
4. What is the difference between an alphabetic sort and a numeric sort?
5. What is the difference between ascending and descending order?
6. How do you format a report?
7. How do you print a report to the screen?

Homework:

The students will complete #8 on the writing assignment included at the end of Worksheet 48.5.

Enrichment:

If you were to make a data base of famous places, what would the fields be? Make a list. Then make a list of 20 records you would enter. What would you use for your research source?

TOPIC 48

Name ______________________________ Date ____________________

CHANGING THE RECORD LAYOUT

Help! I changed my mind. I want to change the layout.

With PC-File III you can easily list your records in many different ways. The various arrangements of your records are called layouts. You can list them on your screen, your disk, or on your printer.

Before you begin learning to list records, load the PC-File III program and the file WORLD from your data disk. After you have completed that, get the Main Menu on the screen. Before you list records, you must alter field names.

ALTERING FIELD NAMES

Before you can list you must change some of the field names. When you entered the data, some of it, such as the population and area, needed to have commas included so that it could be read easily. However, when you reach the final step of sorting and printing a report this presents a problem because the computer will not be able to sort when numbers are involved and commas are included. It is easy to correct this problem. Do the following:

a. Type F9 (alter a field NAMe) from the Main Menu.

b. Type the following old names and change them to the new names with the number sign (#). Be careful when you type "AREA(SQ.MI)#" since the space has been eliminated. Also, "PER.CAP.INC" is now "PER.CAP.IN#". Press <ENTER> after each.

Name ______________________________ Date ______________

OLD NAME	NEW NAME
AREA (SQ.MI)	AREA(SQ.MI)#
POPULATION	POPULATION#
DENSITY	DENSITY#
% LITERACY	% LITERACY#
PER.CAP.INC	PER.CAP.IN#

2. Press <ENTER> again when you have finished. You should see the Main Menu.

FORMATTING A REPORT

1. Look at the Main Menu. What two ways can you command the computer to list your records?

   Press ______________ or Type ______________ and ______________

2. Type F6 or LIS <ENTER>.

3. You will be shown any report formats that have been saved and asked "Which format, or press <ENTER>." Since you will be formatting a new report, just press <ENTER>.

4. What do you see on the top part of the screen?

   ____

5. On the bottom you will see a prompt above the highlight line. What does it tell you?

   ____

6. This prompt tells you that you are in 0 (zero) column. (There are a total of 79 columns.) The program is waiting for you to type the name of the field. This is the line on which you will be typing the headings for the columns of the report. Remember to type in all capital letters. You only need to type the first three or four letters of a field. If you would like extra space between columns for the reports you will make in the future, you would type a greater than sign and a number (example - >5) at FIELD TO LIST highlight line.

7. Type the following and keep track of the column #:

   COU <ENTER> Column # ______________
   CON <ENTER> Column # ______________
   DEN <ENTER> Column # ______________
   POP <ENTER> Column # ______________
   ARE <ENTER> Column # ______________
   <ENTER>

Name ______________________________ Date ______________

8. You will be asked for a report title. If you type a title at this time, it will be saved with the report. If you do not wish to enter one, you would just press <ENTER>. You will be asked for a new one each time you print the report. Type A DENSITY COMPARISON <ENTER> for the title.

9. You will be asked if you want to save this report format. If this is a one time only report, you would type N. If you might want to print it again, you would type Y. Type Y <ENTER>.

10 You will be asked to name your format. The format can be 1 to 8 letters. Type DENSITY <ENTER>.

LISTING RECORDS

1. Next you will be asked: "List on Printer, Screen, or Disk (P,S,D)". Type S <ENTER>.

2. At "Field to trigger subtotals," press <ENTER>. (You only type a field when you want the computer to calculate. In this case you do not need a mathematical calculation. By pressing <ENTER>, you move to the next prompt.)

3. You will then be asked "List All records or Selected records (A or S):". For your first report, you will list all the records. Type A <ENTER>.

4. What do you see on the screen? ______________________________

   Why is it confusing? ______________________________

5. The program needs to be sorted so that it makes sense. Press <ENTER> twice to learn to sort. Review the different kinds of sorts (alpha, numeric, ascending and descending) by listing examples of each type on the board.

SORTING A DATA BASE

1. You will see (L) List (S) Sort (F) pc-File (Q) Quit ENTER L, S, F, or Q. Type S <ENTER>.

2. What message do you see on the screen? ______________________________

   ____

3. You are now in PC-Sort. You will see a list of fields and the prompt SORT FIELD #1. This means that the computer is waiting for you to decide on how you want to sort. You can sort in ascending or descending order.

   List the numbers 1-10 in descending order. ______________________________

   List the first ten letters of the alphabet in ascending order

   ____

Name ______________________________ Date ____________________

Write one of the following in the blank:

alphabetic ascending order
alphabetic descending order
numeric ascending order
numeric descending order

a. 99, 71, 56, 31, 23, 3 ______________________________
b. u, t, l, j, f, d, c ______________________________
c. b, d, f, h, k, p, s, ______________________________
d. 2, 6, 11, 34, 68, 99 ______________________________

4. Type DENSITY# <ENTER>.

5. Type D <ENTER> for descending order. Will this place the most dense country first or last? ______________________________

6. You will see SORT FIELD #2. Since there is a slight chance that two countries might have the same density, type COUNTRY <ENTER> at this prompt.

7. Countries are usually listed in alphabetical order from the beginning of the alphabet to the end. Would this be ascending or descending? ____________________ Type A <ENTER>.

8. Since you do not want to sort by any other fields, just press <ENTER> at SORT FIELD #3.

9. Type B <ENTER> for the drive. What two things do you notice while the file is being sorted?

____________________ ____________________

10. You will see (F) PC-File (P) PC-Print (Q) Quit. F,P,Q. Type P <ENTER>. The screen will look like the following:

11. You will see "Which format, or press (Enter):" Type DENSITY <ENTER>.

12. Next, the prompt will be "List on Printer, Screen, or Disk (P,S,D):" Type S <ENTER>.

13. At "Field to trigger subtotals," press <ENTER>. Type A for All records. Press <ENTER>.

14. Check your data base with the one that appears on the next page. If there are any discrepancies, go through the steps again.

Name ______________________ Date ______________

A DENSITY COMPARISON

COUNTRY	CONTINENT	DENSITY	POPULATION#	AREA(SQ.MI)
JAPAN	ASIA	851.1	122,200,000	143,574
INDIA	ASIA	650.8	800,300,000	1,229,737
HAITI	NORTH AMERICA	578.7	6,200,000	10,774
ISRAEL	ASIA	550.6	4,400,000	7,992
ITALY	EUROPE	492.7	57,400,000	116,500
VIETNAM	ASIA	488.8	62,000,000	127,246
SWITZERLAND	EUROPE	414.0	6,600,000	15,941
CHINA	ASIA	287.0	1,062,000,000	3,691,521
FRANCE	EUROPE	263.2	55,600,000	211,208
EGYPT	AFRICA	134.1	51,900,000	386,900
MEXICO	NORTH AMERICA	107.5	81,900,000	761,600
ETHIOPIA	AFRICA	97.4	46,000,000	472,432
UNITED STATES	NORTH AMERICA	68.8	243,800,000	3,540,939
BRAZIL	SOUTH AMERICA	43.0	141,500,000	3,286,470
FINLAND	EUROPE	37.7	4,900,000	130,119
SOVIET UNION	ASIA	32.4	284,000,000	8,649,489
NEW ZEALAND	AUSTRALIA	31.8	3,300,000	103,884
MALI	AFRICA	17.5	8,400,000	478,819
GUYANA	SOUTH AMERICA	9.6	800,000	83,000
CANADA	NORTH AMERICA	6.7	25,900,000	3,851,809

Press (ENTER).

1. What does density mean? ______________________
2. Which country is the most dense? ______________________
3. Which country is the least dense? ______________________
4. Which continent has the most dense countries? ______________________
5. What is the density of our country? ______________________
6. Do you think this number is true of New York City? ______________________
7. Explain. ______________________
8. Which two countries are the closest in density?

   ______________________ ______________________

9. Do the countries on this data base that are in North America have a high density or a low density?

   ____

A WRITING ASSIGNMENT

Write a composition explaining the advantages and disadvantages of living in both a crowded and spacious environment. Use information from the data base and what you know from your reading and experience.

Topic 49: Completing a Single Comparison Search

Aim: How do you do a single comparison search?

Performance Objectives: Students will be able to:

. identify the four ways records can be searched
. define a single comparison search
. explain how to do a single comparison search
. complete a single comparison search

Materials:

. worksheets 49.1, 49.2
. software: DOS, PC-File III, students' data disks

Do Now:

List the three places you can have a report printed to.

Vocabulary: single comparison search

Motivation:

Lawyers make use of data bases in several ways. In an earlier lesson, what did you learn about how lawyers use them? (Elicit - select a jury) They also use them to do research for cases. Westlaw, which is a book publishing company that specializes in printing law books, also has a special data base. If a lawyer subscribes to it, he/she can do all the necessary research for cases right on the computer. He/she need never go to a law library or buy another law book. Unfortunately, the price for each minute is very high. This makes it impossible for all lawyers to use the Westlaw data base. Try to think of other professions that might have data bases in the future. How could they help these professions?

Development:

1. Before the class begins the activity, tell them to load the program disk and the file WORLD.

2. Distribute Worksheet 49.1. Thoroughly explain the four types of searches. Go through the first example (#2) which is a single comparison. This means that only one comparison is made. Explain that "Field to select on," refers to the value you want to make a comparison on. Tell them that "Compare how?" indicates that you must use one of the signs (= > < and <>)--equal to, greater than, less than, and not equal to. Explain that "Compared to value," refers to what you want to compare the value in the "Field to select on?" line. Make sure that the class understands #2 completely before you continue.

3. Read #3 on Worksheet 49.2 and have the class complete the list to search. Finally have them complete #4.

4. Guide the class through LISTING SELECTED RECORDS IN THE WORLD FILE USING A SINGLE COMPARISON SEARCH. Discuss the answer to #1 in that activity before continuing.

5. Carefully guide the class through all the directions on Worksheets 49.2 and 49.3 until they are ready to print their reports to the screen.

6. Tell the class to look at the area and population to determine which country is the largest in area, the smallest in area, the largest in population, and the smallest in population.

Application:

Have the class complete the WRITING ASSIGNMENT and REVIEW on Worksheet 49.3.

Summary:

1. What are the four ways a record can be searched?
2. What is a single comparison search?
3. How do you do a single comparison search?

Homework:

Plan a trip around the world where you visit the 20 countries. Make a list of where you will go first, second, etc. Try not to waste time. Carefully plan the trip.

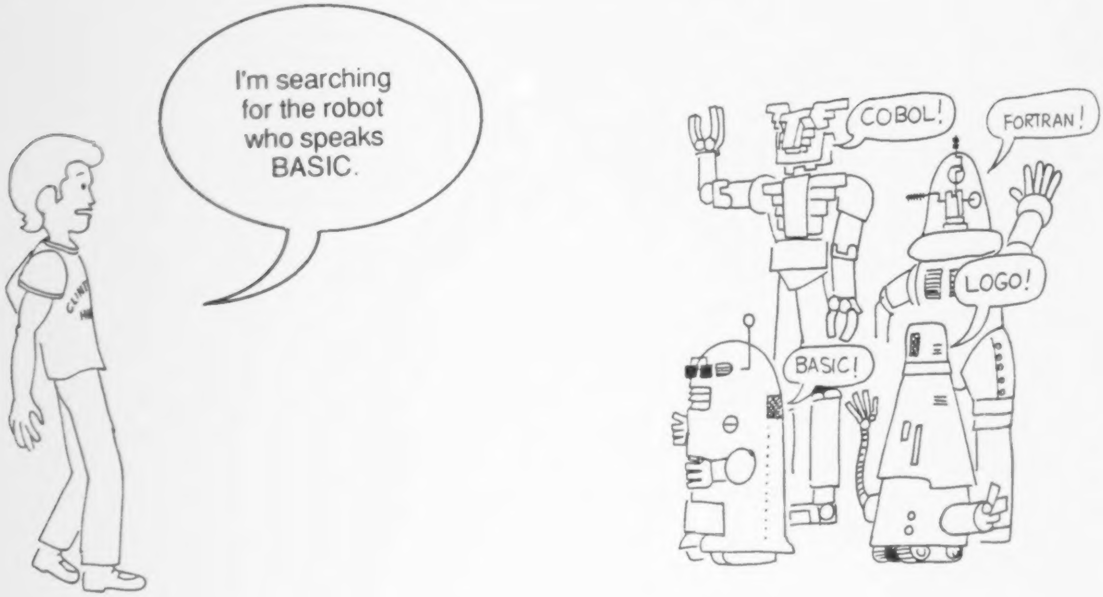
Enrichment:

When you go on your trip around the world, you will want to tour each of the 20 countries. Make a list of an interesting place you would like to see in each of the countries.

TOPIC 49

Name ______________________________ Date ____________________

A SINGLE COMPARISON SEARCH


I'm searching for the robot who speaks BASIC.
COBOL!
FORTRAN!
LOGO!
BASIC!

Now that you have some experience listing and sorting records, you will do a more advanced activity. You will learn to command the computer to only find the records that you want it to select.

Before you begin, load PC-File III and the data file WORLD.

AN INTRODUCTION TO LISTING SELECTED RECORDS

1. The program PC-File III allows you to search the list in four ways:

   Field that is = (equal to) some value
   Field that is > (greater than) some value
   Field that is < (less than) some value
   Field that is <> (unequal) to some value

2. This is an example:

   To list all students with a reading score higher than 7.5, you would do the following:

```
"Field to select on:"      READ.SCORE
"Compare how?"                 >
"Compared to value: "         7.5
```

Name ______________________________ Date ______________

3. Fill in the blanks to demonstrate that you know how to list all salesmen who have less that $25,000 listed in their SALES field:

   "Field to select on:" ______________
   "Compare how?" ______________
   "Compared to value: " ______________

4. How would you list all the people with the LASTNAME of Jones?

   "Field to select on:" ______________
   "Compare how?" ______________
   "Compared to value: " ______________

****

LISTING SELECTED RECORDS IN THE WORLD FILE USING A SINGLE COMPARISON SEARCH

1. You will use the information you have just learned to do listings of selected records in the WORLD file. For example, if you wanted to select only the countries in Asia, what would you type?

FIELD TO SELECT ON	COMPARE HOW	COMPARED TO VALUE	AND/OR/END
__________	__________	__________	__________

2. Select F6 from the Main Menu to begin this process.

3. Type INFO <ENTER> for the format name.

4. On the highlighted line, type the following:

```
CON <ENTER>
COU <ENTER>
CAP <ENTER>
ARE <ENTER>
POP <ENTER>
<ENTER>
```

5. For the title type INFORMATION ON ASIAN COUNTRIES <ENTER>.

6. Type Y <ENTER> to save the format. Type INFO1 <ENTER> for the name of the format.

Name ______________________________ Date ____________________

7. Type S <ENTER> to print the report to the screen. Type <ENTER> for "Trigger subtotals." The subtotal command is used if you are doing a mathematical calculation with the data base. In this case, you are not, so you will simply bypass it by pressing <ENTER>.

8. You will have a choice to list All or Selected records. Type S <ENTER> since you only want to select countries in Asia.

9. Follow this list to select records:

```
1. FIELD TO SEARCH ON: CONTINENT    <ENTER>
COMPARE HOW?                        <ENTER>
COMPARED TO VALUE:       ASIA       <ENTER>
AND, OR, or END           E         <ENTER>
```

10. You should see the following on the screen:

```
CONTINENT      COUNTRY         CAPITAL         AREA(SQ.MI)   POPULATION#

ASIA           CHINA           BEIJING           3,691,521   1,062,000,000
ASIA           INDIA           NEW DELHI         1,229,737     800,300,000
ASIA           ISRAEL          JERUSALEM             7,992       4,400,000
ASIA           JAPAN           TOKYO               143,574     122,200,000
ASIA           SOVIET UNION    MOSCOW            8,649,489     284,000,000
ASIA           VIETNAM         HANOI               127,246      62,000,000
```

COMPARING TWO COUNTRIES

Look at the population and area of China and the population and area of the Soviet Union. Even though these two countries are neighbors, one of them has much more room. Using information from a class discussion, almanac, encyclopedia, or textbook, type a composition about why China has such a large population compared to the Soviet Union and how the total population affects the economy of each country.

REVIEW

What are the four ways you can search using this program?

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

What is a single comparison search? ______________________________

Topic 50: Printing a Multiple Comparison Search Report

Aim: How do we print a report?

Performance Objectives: Students will be able to:

- define multiple comparison search
- demonstrate ability to complete a multiple comparison search
- format a report
- set up a printer
- print a report
- complete a research report based on a data base

Materials:

- worksheets 51.1-50.4
- software: DOS, PC-File III, PC-Write, students' data disk

Do Now:

List the four search symbols that can be used in comparison sorts. Also, explain what each means.

Vocabulary: printer setup

Motivation:

There are several encyclopedia companies that have data bases that you can subscribe to. One is the Encyclopaedia Brittanica. How could you use an encyclopedia data base in your home?

Development:

1. In the PC-Write unit, the class learned the rules for operating the class printers. Review them. (Elicit - Make sure cables are connected. Find the switches. Insert paper correctly. Make sure they are plugged in.) Make a list on the board. Do a demonstration for the class to review steps in operation. Tell the class they will be printing reports today.

2. Tell the class to load the program and the file WORLD.

3. Distribute Worksheets 50.1 and 50.2. Review the four ways to search and have students complete #1 on the worksheet.

4. Guide the class through #2 as they practice setting up multiple comparison searches. Have them compare them to single comparison searches.

5. Direct the class through formatting a report by following the directions in SELECTING THE LARGEST COUNTRIES.

6. Read PRINTING A REPORT on Worksheet 50.3 with the class. Explain setup which is the way the printer settings are positioned for printing. Guide the class through checking the alignment pattern for the setup.

7. Before the class does #4, ask them if this is an example of a single or a multiple comparison. Ask them why. Tell them to proofread as they enter the information so that their reports are formatted perfectly.

8. Ask the class why only four countries appear. What information in the comparison made the computer search for only those countries?

9. Have the students complete DO YOU KNOW? Discuss the answers.

Application:

Have the class complete the WRITING ASSIGNMENT and CHALLENGE ASSIGNMENT on Worksheet 50.4.

Summary:

1. What are the rules for using the class printers?
2. How do you format a report?
3. How do you set up the printer?
4. What is a multiple comparison search?
5. How do you complete a multiple comparison search?
6. How do you print a report?

Homework:

Write a travel story about the trip around the world that you planned in the last lesson.

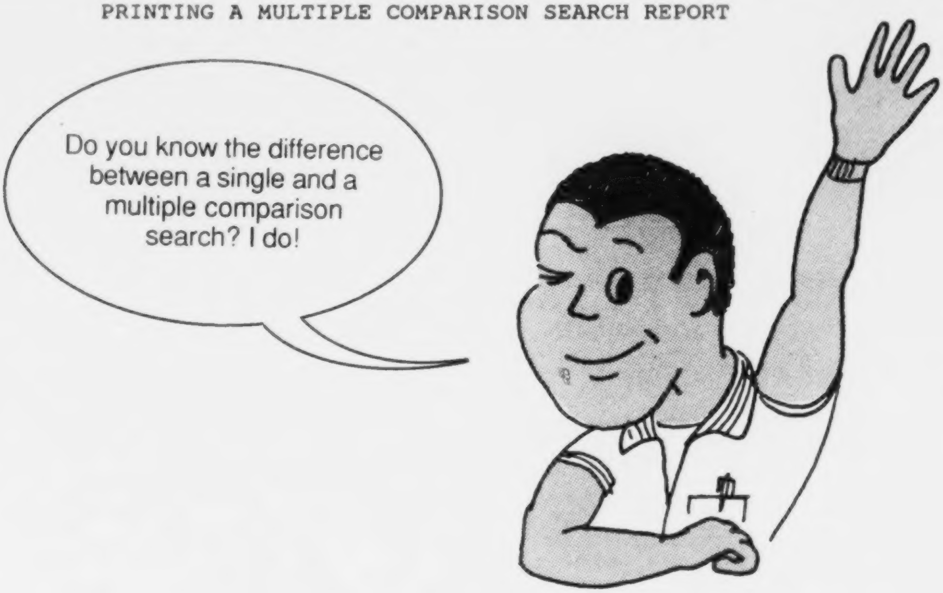
Enrichment:

Draw pictures for your travel story that you did for this lesson's homework assignment.

TOPIC 50

Name ______________________________ Date ____________________

PRINTING A MULTIPLE COMPARISON SEARCH REPORT


Do you know the difference between a single and a multiple comparison search? I do!

With this program you can not only do single comparison searches, but can compare records in more than one way. You will learn to do multiple comparison searches in this lesson.

Load the PC-File III program and the WORLD file. Get the Main Menu on the screen.

MULTIPLE COMPARISON SEARCHING

1. In the last lesson you learned the four ways to search. What are they?

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

2. When you search you can select by "And, Or, or End." If you compare with A for And or O for Or, the results of your first comparison will be considered in the results of the second comparison. You can make up to 10 And or Or comparisons. If you only have one comparison, you should type E for End.

Name ______________________________ Date ____________________

a. This chart shows how to list all male students between the ages of 11 and 13 who are in Homeroom 101 when you select more than one field.

FIELD TO SELECT ON	COMPARE HOW	COMPARED TO VALUE	AND/OR/END
SEX	=	M	A
AGE	>	11	A
AGE	<	13	A
HOMEROOM	=	101	E

b. Fill in the following chart when you want to list all single female college students who have a grade point average between 85 and 95 and the fields are AGE, SEX, and G.P.A.:

FIELD TO SELECT ON	COMPARE HOW	COMPARED TO VALUE	AND/OR/END

SELECTING THE LARGEST COUNTRIES

1. Press F6.

2. Type AREA <ENTER> for the format.
What is the area of a country? ______________________________

3. On the highlighted line, type the following:
CON <ENTER>
COU <ENTER>
ARE <ENTER>
POP <ENTER>
<ENTER>

4. For the title use SEVERAL LARGE COUNTRIES <ENTER>.

5. Type Y <ENTER> to save the format. Type AREA1 <ENTER> for the name for format.

Name ______________________________ Date ______________

PRINTING A REPORT

1. If possible, print the list of the largest countries. Make sure you ask your teacher if the printer is set up. If it is, press P <ENTER>. You will see the following:

   "Please setup your printer,
   Shall I print an alignment pattern?"

2. Type Y <ENTER>. What do you see on the screen?

   ____

   This shows you how wide the report will be. When asked if you want to see another alignment pattern, type N <ENTER>.

3. When you see "Trigger subtotals," press <ENTER>. Type S <ENTER> for Selected records.

4. Follow this list to select records:

```
1. FIELD TO SELECT ON:     AREA(SQ.MI)#  <ENTER>
COMPARED HOW?                            <ENTER>
COMPARED TO VALUE:         4,000,000     <ENTER>
AND, OR or END                 A         <ENTER>
2. FIELD TO SELECT ON:     AREA(SQ.MI)#  <ENTER>
COMPARED HOW?                            <ENTER>
COMPARED TO VALUE:         1,000,000     <ENTER>
AND, OR or END                 E         <ENTER>
```

5. You should see the following list on your screen.

```
CONTINENT          COUNTRY          AREA(SQ.MI)     POPULATION#

SOUTH AMERICA      BRAZIL             3,286,470     141,500,000
NORTH AMERICA      CANADA             3,851,809      25,900,000
ASIA               CHINA              3,691,521   1,062,000,000
NORTH AMERICA      UNITED STATES      3,540,939     243,800,000
```

DO YOU KNOW?

1. Which very large country is missing from the data base report? Why?

   ____

2. How many more square miles is Canada as compared to the United States?

   ____

Name ______________________________ Date ____________________

WRITING ASSIGNMENT

If you did not live in the United States, which of the other countries in the WORLD file would you like to live in? Write a paragraph explaining the reasons. In a second paragraph explain why living in the United States is the best. Support the paragraphs with concrete evidence.

CHALLENGE ASSIGNMENT

Study this data base list and then figure out how to do it. Use the information you learned in this and the previous lessons on listing, sorting and searching. Choose your own title and format name.

CONTINENT	COUNTRY	% LITE
AFRICA	MALI	10
AFRICA	ETHIOPIA	15
NORTH AMERICA	HAITI	23
ASIA	INDIA	36

DOING RESEARCH

Write a report comparing the literacy rates of the four countries. Use the answers to these questions to help organize your report.

1. Define literate ______________________________

   Define illiterate ______________________________

2. Where is Haiti located? Be specific.

   ____

3. Using an encyclopedia, find out some of the reasons why in Haiti only 23% of the population can read and write.

4. Mali and Ethiopia have very low literacy rates. Do research to find out why. List some reasons.

5. Research the Indian way of life and geography to discover reasons why so many people are illiterate.

6. The United States has a 95% literacy rate. Many people believe that this is ridiculous since we claim to be a first rate country. What are some reasons why there are adults in this country who cannot read and write? What are some solutions to this problem?

Topic 51: Creating an Integrated Report

Aim: How do we create an integrated report?

Performance Objectives: Students will be able to:

- define an integrated report
- use research materials to write a report
- demonstrate skill of listing records
- demonstrate skill of sorting records
- integrate data base with a social studies report

Materials:

- worksheets 51.1, 51.2
- software: DOS, PC-File III, PC-Write, students' data disks
- large world map
- resource books, such as almanacs, atlases, world geography books, world history books, encyclopedias
- rexos of world map with the numbers 1-20 included, representing the location of the 20 countries on WORLD data base

Do Now:

What are the four ways to sort a data base?

Vocabulary: integrate, list, sort

Motivation:

By learning the data base program, you have a new way to create reports for your classes. Previously, you were limited to just written reports. Now, you can prove ideas or make points by including data base reports. How could you use data base reports in your social studies class? In your science class?

Development:

1. Tell the class that they will learn to integrate in this assignment. Elicit the meaning of integrate. Tell them that they should begin thinking of a topic that will allow them to create a data base report on some of the countries that are included in the WORLD data base.

2. You may want this to be a cooperative learning experience in which the students work in groups or with a partner. You may decide that the class members should choose how they want to work. Stress the point that if they work with another member of the class, they will all get the same grade. In this way they are each responsible for the other group members.

3. Display a large world map. Allow the students to look at it in groups as they decide on a topic. Read the four possible topic ideas on Worksheets 51.1 and 51.2.

4. Have the students write their topic for the word processing report and the type of data base report they will include on Worksheet 51.2. Discuss the ideas with each student.

5. If you do not have enough resource books in your computer lab or classroom, arrange a library trip for the research part of the project. Guide the students as they find sources for their report.

6. Have the class type the rough draft. Have them proofread and edit.

7. Tell the class to create the supporting data base report. Have them print it.

8. They should print the final edited version of their report that they word processed.

Application:

Have the students present their reports to the class. They should emphasize how their data base report supported the topic.

Summary:

1. What is an integrated report?
2. Which research materials did you use to write the report?
3. How did you list your records for the report?
4. How did you sort your records for the report?
5. How did you integrate your report with the data base report?

Homework:

Review the location of the 20 countries using a rexo of a world map. Include the numbers 1-20 in the exact location of the countries. List the numbers 1-20 and an alphabetized list of the countries on another paper. Have the students identify the countries by writing the name of the country next to the corresponding number.

Enrichment:

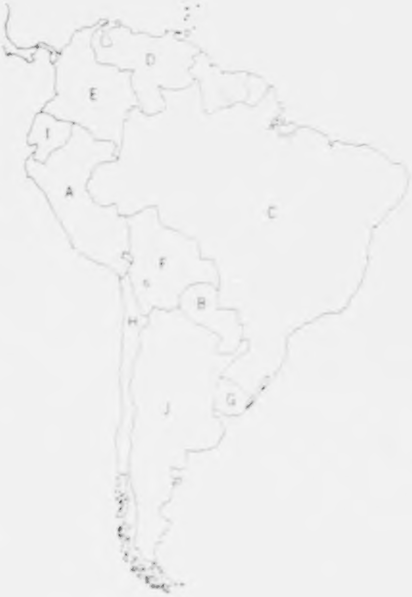
Write an idea for another data base that you would like to develop for social studies class. Make a class file of all the ideas for future projects.

TOPIC 51

Name ______________________________ Date ________________

CREATING AN INTEGRATED REPORT

Can you identify three countries where Spanish is spoken?



In the last report you demonstrated how a data base report on density could help to answer comparison questions. Your assignment in this lesson is to combine a data base report with a written report.

Use one of these topics or choose one of your own:

1. Write a report that includes a data base report on a comparison of the per capita income in the countries in one of these continents: North America, South America, Africa, Europe, or Asia. For example, if you chose North America, you would write a report on the countries included in the data base and explain why the per capita income varies so much. You would then design a data base, sorting it in a particular order to prove your point.

2. Write a report that includes a data base report in which you investigate the rise in population in specific countries or one of the continents. Use your resources to determine previous population statistics. Design a data base report that shows present population comparisons by the method of sorting. Also, predict increases in population based on information found in the sources.

Name ______________________________ Date ______________

3. Write a report that includes a data base report in which you compare literacy rates of a number of countries. Investigate why some countries have such a low rate and why others have almost a 100% rate. Research the high literacy countries to discover the methods that they have used to increase literacy. Speculate whether these techniques could work in low literacy rate countries.

4. Write a report in which you compare the areas of countries. Research how the size of the country determines if the inhabitants have various life styles, customs, jobs, etc. Include ideas of advantages and disadvantages of countries that are very large and of countries that are very small. Design a data base report to prove your ideas. You may also want to draw a map illustrating the countries that are included in the data base.

****

STEPS FOR CREATING WORD PROCESSING/DATA BASE REPORT

1. Make a final decision on the specific topic that you will investigate and report on. Make sure the topic is not too general.

   Write the main idea of your report and the type of data base report you will create.

   ____

   ____

2. Discuss the topic with your teacher.

3. Decide how you are going to use the data base to prove your point in a report.

4. Look for resource material for your word processed report. Outline the ideas for it. Create a rough draft.

5. List and sort a data base report in the arrangement that will support your topic. Print the report.

6. Edit and print your typed report. Attach the data base report to it.

7. Present the report to the class.

Topic 52: Creating a Planets Data Base File

Aim: How do you create a data base file on the planets?

Performance Objectives: Students will be able to:

- enter field names and lengths
- add data to the records
- design and print data base reports
- create supplementary work to enhance data base reports

Materials:

- worksheets 52.1, 52.2
- software: DOS, PC-File III, PC-Write, students' data disks

Do Now:

List five of the planets.

Motivation:

Which planets have been part of the space exploration in the United States? Do you know any of the recent findings about any of the planets? In this lesson, you will create a planets data base, as well as research recent discoveries regarding the part of the world that reigns in our skies.

Development:

1. Ask the class how many of the planets they were able to name. Brainstorm and make a class list of the 9 planets.

2. Tell the class that the field names, field lengths and data have already been completed for them. Explain that after this lesson, they will have to work on the data bases from scratch.

3. Distribute Worksheet 52.1 and 52.2. Have the class read the category information and then the field names. Have them notice how the field lengths are much shorter than the categories. Ask them to think of several reasons why they should be.

4. Have the class enter the field names and lengths in a new file named PLANETS.

Application:

Read CREATING DATA BASE REPORTS. Assist the class in deciding which project they will do. If necessary, arrange a library trip for research. The class will present their projects to the class. Make a bulletin board display on the planets.

Summary:

1. How do you enter field names and lengths?
2. How do you add data to the records?
3. What is the report that you designed and printed?
4. What supplementary information did you create to enhance your data base report?

Homework:

Research recent magazines to find out about our space program to the other planets. Write a report.

Enrichment:

Write a short story imagining yourself living on another planet. Create a whole new set of names for the things on this planet.

TOPIC 52

Name ______________________________ Date ____________________

CREATING A PLANETS DATA BASE FILE

In this assignment you will create a new file named PLANETS. For this activity, you will be provided with the data for the fields. Before you begin creating the new file, load your program and insert your data disk in the B drive.

DESIGNING YOUR PLANETS FILE

It is important to write your categories in a longer form when you first plan so that you will understand what they mean when you decide on the shorter field names. These are the categories for the new file, the field names and the field lengths. Enter the last two.

Name of planet	PLANET	8
Distance in millions of miles to sun	TO SUN	5
Number of moons	MOONS	3
Number of days for rotation	ROTATION	5
Number of years for revolution	REVOLUTION	7
Weight in relation to the earth	WEIGHT	4
Size measured at the center	DIAMETER	6

DATA FOR PLANETS FILE

Add this record data to your file:

PLANET: VENUS
TO SUN: 67
MOONS: 0
ROTATION: 249
REVOLUTION: .614
WEIGHT: 88
DIAMETER: 7700

PLANET: URANUS
TO SUN: 1783
MOONS: 5
ROTATION: .44
REVOLUTION: 84.014
WEIGHT: 105
DIAMETER: 30000

PLANET: PLUTO
TO SUN: 3675
MOONS: 0
ROTATION: 7
REVOLUTION: 248.518
WEIGHT: 38
DIAMETER: 6500

PLANET: NEPTUNE
TO SUN: 2783
MOONS: 2
ROTATION: .65
REVOLUTION: 165.301
WEIGHT: 141
DIAMETER: 28000

PLANET: SATURN
TO SUN: 886
MOONS: 10
ROTATION: .43
REVOLUTION: 29.467
WEIGHT: 117
DIAMETER: 71500

PLANET: EARTH
TO SUN: 93
MOONS: 1
ROTATION: 1
REVOLUTION: 1
WEIGHT: 100
DIAMETER: 7900

Name ______________________________ Date ____________________

PLANET: MERCURY
TO SUN: 36
MOONS: 0
ROTATION: 59
REVOLUTION: .242
WEIGHT: 38
DIAMETER: 3000

PLANET: MARS
TO SUN: 142
MOONS: 2
ROTATION: 1.06
REVOLUTION: 1.876
WEIGHT: 39
DIAMETER: 4200

PLANET: JUPITER
TO SUN: 483
MOONS: 12
ROTATION: .42
REVOLUTION: 12.023
WEIGHT: 240
DIAMETER: 86700

****

CREATING DATA BASE REPORTS

Your main assignment in this lesson is to create a data base report that will be used to compare one or more of the fields. With it you will also type a report in which you compare the planets. Use almanacs, encyclopedias, or non-fiction books written about planets to complete the written part of the report. Make sure your data base report supports your written work. Choose your own topic or one of these:

1. The size of the planets arranged in ascending or descending order. (Hint: Sort on the DIAMETER field.) In addition to the report, it is a good idea to make an original drawing of the planets which would further stress the differences in size.

2. Arrange the planets in their distance to the sun. In the written report, compare the differences in climate which would reflect the comparison in the data base. A drawing showing the various distances from the sun would help to make this project excellent.

3. Make a comparison between the Weight and the Diameter. In the report explain why they correlate. A mobile or some other type of art project (e.g. paper mache) could add to this project's appeal.

4. Research other information about the planets. Add new fields and data. Type a report explaining why you felt this added data is extremely important to the study of the planets. Your data base report should emphasize the new fields.

Topic 53: Using a Data Base for Research

Aim: How do we use a data base for doing research?

Performance Objectives: Students will be able to:

- design a data base
- enter field names and lengths
- research data
- enter data
- design reports
- print reports

Materials:

- worksheets 53.1, 53.2
- software: DOS, PC-File III, PC-Write, students' data disks
- research materials: almanacs, atlases, encyclopedias, geography books, U.S. maps, etc.

Do Now:

List five of the planets.

Motivation:

One of the best ways to research a topic is to design a data base. The structure of a file enables you to be very thorough in your research. Once your research is completed, the possibilities for finding specific information quickly is endless. The data base is a perfect tool for research.

Development:

1. Ask the class if they have ever done a research paper or report. Ask them what they used for sources. Introduce the topic of a data base on the 50 states. Ask the class where they would go to research the states. Make a list on the board.

2. Distribute Worksheet 53.1. Read and discuss the first two paragraphs. Show the class the resources that you have in the room to assist them. Divide the class into groups. Distribute the various books. Allow them to brainstorm and come up with a list for the fields. They can use the one on Worksheet 53.1 as a guide. Decide whether you want the class to do small group data bases, individual data bases, or if you want the entire class to use the same fields. Hopefully, your class has the ability to do different data bases. This will make the final presentations and projects more varied.

3. When the students have decided on the field names, distribute Worksheet 53.2. The class will plan the STATES data base.

4. After they have accumulated the data that they will need to enter into the file, they should load the program and enter the field names, lengths and data.

Application:

Have the class complete two projects. Have them refer to DATA BASE PROJECTS. Explain that they will each present their projects to the class, as well as display them. Tell the class that they will be given extra credit for originality.

Summary:

1. How do you design the STATES data base?
2. How did you enter field names and lengths?
3. What were your research sources?
4. Name the reports you designed.

Homework:

Construct supplementary charts, graphs, art work, etc. to supplement the projects.

Enrichment:

Write a report comparing two states. Use a data base report and a one to two-page typed report.

TOPIC 53

Name ______________________________ Date ____________

USING A DATA BASE FOR RESEARCH

In this assignment you will use a data base to do research on the 50 states. The filename is STATES. The best source to research this topic is a current almanac. Also use an atlas, US maps, geography books as well as encyclopedias. In addition to entering current information, you will also include previous population data to assist you in making predictions in the next lesson. You will enter 1980 census data, as well as 1985 estimated population data.

Your teacher will divide you into small groups to brainstorm for the field names. Possible categories for fields are listed below. Use the next worksheet to make a data base plan. You can use up to 65 characters for the data in a field.

STATE
GOVERNOR
DATE ENTERED UNION
RANK ENTERED UNION
CAPITAL
NICKNAMES
1980 CENSUS
1980 STATE POPULATION RANK
1985 ESTIMATED POPULATION
1985 STATE POPULATION RANK
POPULATION OVER 65
POPULATION UNDER 15
AREA IN SQUARE MILES
TWO LARGEST CITIES
PER CAPITA INCOME
SERIOUS CRIMES PER 100,000 PEOPLE
MAJOR INDUSTRIES

STATE COLORS
STATE FLOWER
STATE TREE
STATE BIRD
STATE SONG
STATE PARKS
STATE FORESTS
MOUNTAIN RANGES
RIVERS

DATA BASE PROJECTS

1. After you have planned the data base on the next worksheet, enter the fields and field names.
2. Enter all the data.
3. Design, sort and print two reports of your choice.

Some possible suggestions are: sorting the states by size, by per capita income, by number of crimes, by population, or by rank entered the union. Type a report to supplement the data base.

You can also make a report with accompanying art work that emphasizes state flowers, birds, mottos, etc. Try to be creative in this project.

Name ______________________________ Date ______________

DESIGNING A PLAN FOR THE STATES DATA BASE

The main purpose of this data base is to ______________________________

Follow these suggestions:

1. Shorten the CATEGORY when you decide on NAME OF FIELD.
2. The TYPE OF FIELD will either be Alpha (characters of the alphabet), Num (numbers), or Date.
3. Add two characters to the longest field to allow you to include more files.
4. Use "#" after number fields you want to calculate.

****

CATEGORY	NAME OF FIELD	TYPE OF FIELD	LENGTH OF FIELD	DECIMAL PLACES

Topic 54: Using a Data Base to Make Predictions

Aim: How do you use a data base to make predictions?

Performance Objectives: Students will be able to:

- define prediction
- explain how a prediction is based on a trend
- design data base reports
- make predictions based on data base reports

Materials:

- worksheets 54.1, 54.2
- software: DOS, PC-File III, PC-Write, students' data disks

Do Now:

List five examples of research material.

Vocabulary: prediction, trend

Motivation:

What is the job of a weather person? How far ahead do they make predictions? Are they usually correct? Have you ever predicted anything? If so, what? Were you correct? In today's lesson, you will use a data base to make predictions.

Development:

1. Ask the class to make a prediction about the weather for the weekend. Ask them to name what they based their predictions on. Distribute Worksheet 54.1. Have them complete the first two answers.

2. Ask the class to define prediction. Read and discuss the definition on the worksheet. Discuss the definition of trend. Ask them to discuss the following trends:

   a. The crime rate in N. Y. City increases each year
   b. Students today have more problems earning a high school diploma than ever before.

   Ask the class to brainstorm and then make a class list of other trends that they are aware of.

3. Discuss how trends help you to make predictions. Go through the examples discussed in #2 and have the class make predictions.

4. Tell the class that they will make predictions based on their STATES data base. Have them load their data base program and retrieve the STATES file.

5. Discuss the possible predictions that could be made from the data in the data base. Have the class make a list on the worksheet. Depending on the number of class periods you want to spend on this project, assign the class one, two or three reports of their own choice. They will type a short report explaining the prediction that they are able to make based on the data base.

Application:

Have the class complete CHALLENGE ASSIGNMENTS. They will be presented to the class when the typed reports are completed.

Summary:

1. What is a prediction?
2. How is a prediction based on a trend?
3. What were the original data base reports you designed?
4. What predictions were you able to make from each one?

Homework:

1. Complete puzzle on Worksheet 54.2.

2. Create posters, graphs, or art work to supplement your prediction projects. You will present the projects to the class.

Enrichment:

Do research on defense spending by the United States government or the budget of New York City. Create a data base that will show a trend. Make a prediction in a typed report.

TOPIC 54

Name ______________________________ Date ______________

USING A DATA BASE TO MAKE PREDICTIONS

If you were asked to predict the weather for tomorrow, what would you answer? ____

Why? ____

In this lesson you will make predictions based on some of the numeric data you entered in the STATES file. Load your program and the file STATES.

WHAT IS A PREDICTION?

When a person predicts, he or she tells something in advance about a happening. With predictions, often come trends. A trend is a movement in a general direction. For example, if you look at the figures for high school graduates you will notice that in the past five years the numbers have been going down. What can you predict about the future? What is the trend regarding high school graduates?

USING THE STATES DATA BASE TO MAKE PREDICTIONS

Have a class discussion on data bases that could be created from the STATES file that would allow you to make predictions because of trends. Make a list of three that you plan to create.

1. ____
2. ____
3. ____

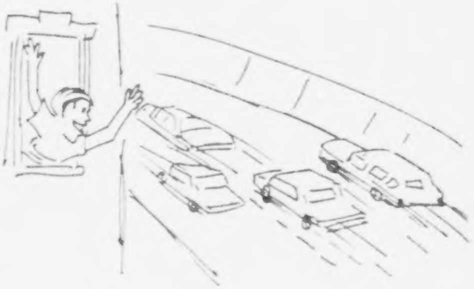
CHALLENGE ASSIGNMENTS

1. Create a report emphasizing the change in population since the 1980 census. Make predictions based on the data in a typed report. Graph it using a computer graphing program, if possible. If you do not have access to one, make a graph on paper.

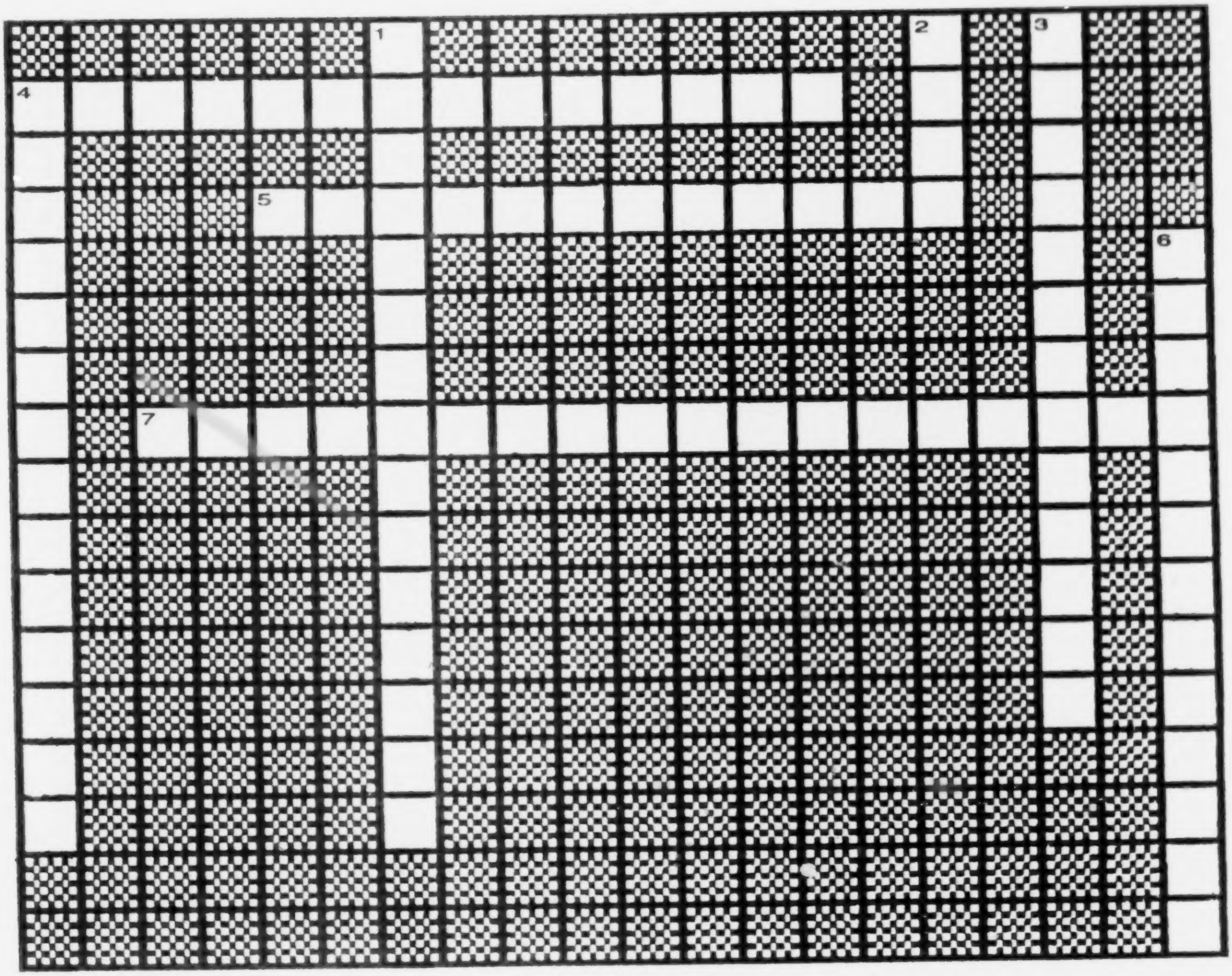
2. Create a report in which you show a trend for high crime rate in highly populated states. Type a report in which you cite specific examples. Use current magazines for the research.

CHALLENGE QUESTION!

How could you prove that the country is safer than the city?



Name ______________________________ Date ____________________



ACROSS CLUES

4. arranging data either from A to Z or from Z to A
5. the arrangement of a data base report
7. to find selected data with more than one comparison

DOWN CLUES

1. data arranged from Z to A or from the highest number to the lowest
2. to arrange records
3. to find data when you know a part of it
4. data arranged from A to Z or from the lowest number to the highest
6. to find data that sounds like the search phrase

Topic 55: Using a Data Base to Answer Questions

Aim: How do you use a data base to answer questions?

Performance Objectives: Students will be able to:

- design a data base
- enter field names and lengths
- research and enter data
- use the search command
- use the sort command
- use the data base to make predictions

Materials:

- worksheets 55.1, 55.2
- software: DOS, PC-File III, PC-Write, students' data disks
- almanacs, atlases
- large map of the United States

Do Now: List ten large cities.

Motivation:

As a resident of New York City, you are accustomed to having a large variety of radio and TV stations. You also live in a city with a high tax rate and a huge debt. In this lesson, you will research information on large cities and design a data base that will include the data.

Development:

1. Tell the class that before they begin the assignment which is to make a data base on the largest cities in the United States, they will work in groups to do the preliminary activities. Divide the class into groups of 4 or 5.

2. The class will use the almanacs to decide on the list of the records they will use. They should also refer to the map and the atlases. If you wish, decide on an exact number of cities for each group or let the groups decide (approximately 15 to 25). They should make a list of the cities they will use.

3. The groups should then decide on the field names. Distribute Worksheet 55.1 for a list of possible categories for them to consider. They will write the field names and field lengths. They should also research and then list all the data for the fields.

4. Have the class load the data base programs. They will name the new file STATES. They will enter the field names, lengths and data.

5. The class will complete the CHALLENGE QUESTIONS using the commands to search for the answers to the questions on Worksheet 55.2. Discuss answers.

6. Have the class complete MORE CHALLENGES and discuss the answers.

Application:

Have the class complete MAKING PREDICTIONS and the LETTER WRITING ASSIGNMENT.

When the information from the Chambers of Commerce arrives, have the class create a bulletin board display. Keep all extra material in folders for research projects in the future.

Summary:

1. How do you design a data base?
2. How do you enter field names and lengths?
3. What research material did you use?
4. How did you use the search command?
5. How did you use the sort command?
6. What did you discover in your prediction activity?

Homework:

Have the class complete WHERE WOULD YOU LIKE TO LIVE? They will type a final copy in class in the near future.

Enrichment:

Write a composition on the city you would never like to live in. Explain the reasons.

TOPIC 55

Name ______________________________ Date ________________

USING A DATA BASE TO ANSWER QUESTIONS

This data base should include 15 to 25 of the 50 largest cities in the country. You can use the largest ones by population or others at random. You may want to stress one part of the country. After you have planned and entered the data base, read the questions that are listed on this worksheet and the next worksheet. Search for the answers to the questions. Also, design reports that show comparisons and could be used for predictions.

These are the categories to use:

NAME
1980 CENSUS
1990 POPULATION
SIZE RANK (POPULATION)
AREA
HIGHEST ALTITUDE
LOWEST ALTITUDE
CHURCHES
CITY OWNED PARKS
AM RADIO STATIONS
FM RADIO STATIONS
TV STATIONS
ASSESSED VALUE
CITY TAX RATE
DEBT
REVENUE
EXPENDITURES
CHAMBER OF COMMERCE ADDRESS
MAJOR SITES
LOCATION

****

CHALLENGE QUESTIONS

WHICH CITY ....

1. is the largest by area? ______________________________
2. has the most parks? ______________________________
3. has the highest altitude? ______________________________
4. has the highest total for AM and FM stations? ________________
5. has the highest tax rate? ______________________________
6. has the biggest debt? ______________________________
7. has the lowest debt? ______________________________
8. has the highest value? ______________________________
9. has the lowest altitude? ______________________________
10. has the largest revenue? ______________________________

Name ______________________________ Date ______________

MORE CHALLENGES

Write at least two cities for each question.

WHICH CITIES ...

1. are located in the Southwest? ______________________
2. are at a low altitude? ______________________
3. have the highest expenditures? ______________________
4. have the most churches? ______________________
5. have the highest assessed value? ______________________
6. have the least number of parks? ______________________
7. have the lowest tax rate? ______________________
8. are in the top ten in population rank? (list them from largest to smallest) ______________________

   ____
9. are located in the Northeast? ______________________
10. have the most TV stations? ______________________

MAKING PREDICTIONS

Use the population and rank data to design a report from which you will be able to make a prediction on the trend in population growth. Print the data base report and type an explanation of your prediction.

LETTER WRITING ASSIGNMENT

Have each member of the class write to two different Chambers of Commerce from the 50 largest cities. Request posters, pamphlets, maps, tourist information, etc. Make a large display featuring the material, original data base reports, and typewritten reports on the cities.

WHERE WOULD YOU LIKE TO LIVE?

Type a composition explaining where you would like to live if you had to move to one of the cities in your data base. Be sure to explain all the reasons.

Additional Data Base Activities

Read the definitions and then complete the terms.

___ i ___ ld	a category or item of information
c ___ t ___ g ___ r ___	one kind of information in a data base file
___ a ___ a	the facts that are entered into the fields
f ___ ___ e	a collection of relate records
r ___ c ___ ___ d	a collection of fields that are related
___ or ___ i ___ ___	arranging the data base in a certain order (e.g. alphabetical)
s ___ ar ___ h ___ ___ g	finding specific data (e.g. over 100)
i___ s ___ rt	to add a new field or record
___ e ___ et ___	to erase a field or record
d ___ t ___ b ___ s ___	a collection of files
m ___ n ___	a list of the options on your data base program
r ___ c ___ rd l ___ y ___ ut	the way the records are displayed
___ oo ___	to start your data base program
e ___ t ___ y	an individual piece of information in a data base category
h ___ rd ___ op ___	the printout of a data base report
r___ po ___ t f ___ rm ___ t	the specific layout of a data base report

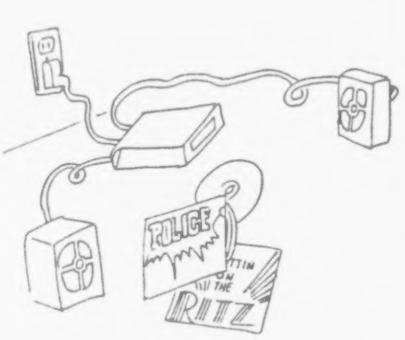
WORD FIND

Below are some of the terms that appeared in this chapter. See how fast you can find them in the Word Find puzzle below (up, down, across, and diagonal):

boot
category
data
data base
delete
entry
field
file
hardcopy
insert
menu
record
record layout
report format
searching
sorting

```
e p o m g f b d w e e s t s d f g h j k l o p m n
q w e r t g h k l o p o y u i i m n b v c x s a a
e s r t y u i o p l j r e c o r d f c v h n m h j
r e c o r d l a y o u t r t y d a t a b a s e t u
d a t a r t y y u i f i l e g h t b n m j k n k l
f r g h j b n m c v v n d f g h a j k l u i u t y
f c g h h h h c a t e g o r y r t y u i o p l k j
d h r t d t y y u j k l o e t y u i o p c v b b b
e i n s e r t e r t g h b c c v b n m j u i o p l
e n r f l t y h u i k j j o f g g g d c v b n m u
e g r t e t g h y u m i k r e p o r t f o r m a t
e r t y t t y y u u h a r d c o p y r t t h j k l
e r f i e l d r t y n j k l g h j k i o p o i u y
e r t g h j k l o p i u t a b l e s t y l e e r t
d f g h y u j k i o l p v y d f g h j k i u y t r
e d f f v b n m j k u i b o o t r t y u j k l i u
e r t y h u j i k i t r e u e d f f f e d c v x d
w e d c v b h j n m k e n t r y r f t g h j b n m
```

When you finish this word find, try organizing your music collection on a data base file.



Designing Data Bases

The next several pages describe a number of possible data base projects. You will work individually, with a partner, or in a small group. You will research, plan, design, enter, and edit data bases and reports.

Before you actually enter your information into a data base, it is important to carefully plan the fields you would like to include. You can do this by deciding exactly what you would like to do with the data base when you are finished.

One of the easiest ways to learn what you can do with a data base is to choose a topic that has plenty of information already researched. A necessary tool in your computer lab for this data base unit is a current almanac. An almanac is a yearly reference book that includes many topics--statistics about different places in the world, weather predictions, world affairs, sports records, etc. For this first data base the almanac information is included. Since the numbers are approximate, later you may want to change this data with updated information.

Other Resources

Make a list of other resources you can use for creating and researching data bases.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

An almanac is just one sort of data source. Can you think of some others?
ALMANAC

Social Studies Projects

Immigration - The number and origin of U.S. immigrants can be put on a data base file. Possible fields are:

Country:
Number:
1820-1930:
1931-1950:
1951-1970:
1971-present:

13 Colonies - If your class is studying early American history, a file for the original 13 colonies could be made. Once you have studied the results, decide which of the colonies you would have chosen to settle. Explain why. Possible fields are:

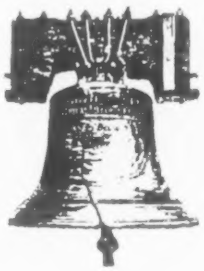
Colony:
Year:
Leader:
Nearness to water:
Nearness to transportation:
Natural resources:
Quality of soil:
Opportunity for trade:

People in History - It is important to associate names with historical events. With a data base you can keep a running file. These are possible fields:

Name:
Born:
Died:
Country:
Accomplishments:

Wars - There are many pages devoted to wars in most social studies books. You can take this information and put it on a data base file. These are some possible fields:

Name:
Beginning date:
Ending date:
Force 1:
Force 2:
$ Costs:
Deaths:
Highlights:
Heroes:
Winner:



Science Projects

Stars - A study of the stars can be made with the use of a data base. These are possible fields:

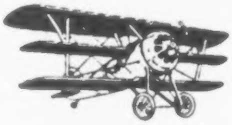
Star:
Constellation:
Size:
Color:
Distance (light years):

Space Explorations - You can research notable space explorations. A time line could be made once the base has been completed. These are possible fields:

Mission Name:
Astronauts:
Length:
Year:
Country:

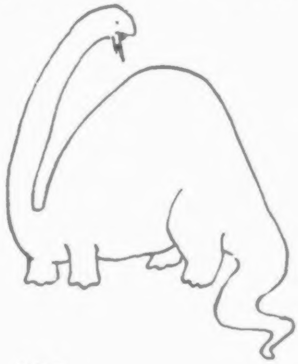
Inventions - A file of inventions could be made for the class. Possible fields are:

Name of invention:
Inventor:
Year:
Purpose:
Country:



Dinosaurs - The study of the past, especially dinosaurs, is a great way to use a data base. Once the files have been printed, a bulletin board display that includes the data base files and reports, along with original drawings of dinosaurs could be a wonderful class project. These are possible fields:

Name:
Period:
Length:
Weight:
Favorite food:
Outstanding feature:



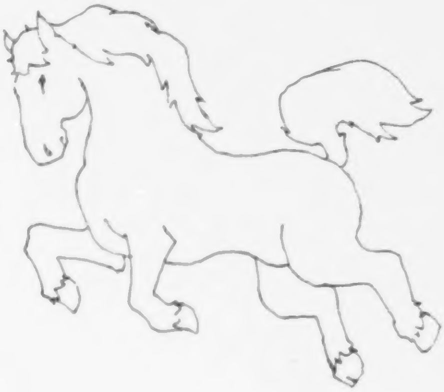
More Science Projects

Famous Scientists - As you study the different chapters in your science textbook, keep a running data base of all the famous scientists. At the end of the year, your class could have a "Who Am I?" contest using the data from the various records. These are possible fields:

Name:
Born:
Died:
Country:
Influenced by:
Science area:
Known for:

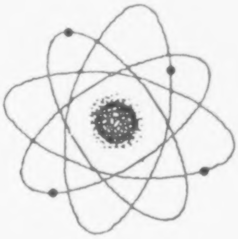
Living Things - A comparison of living things could be made with a data base file. These are some possible fields:

Name:
Movement:
Average weight:
Average height:
Foods:
Climate:
Breathing:
Protection:
Friends:
Enemies:
Reproduction:
Special Characteristics:



Chemical Elements - The upper grades could use a data base for a file of elements. Possible fields are:

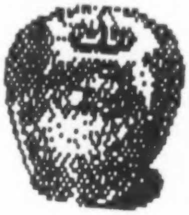
Element:
Symbol:
Atomic number:
Atomic weight:
Discoverer:
Year:



Health and Fitness Projects

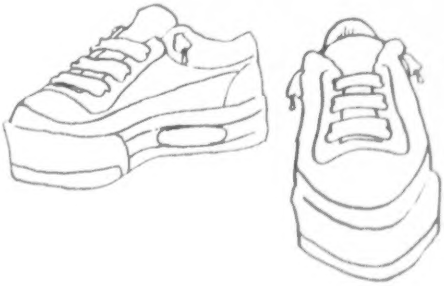
Nutrition - The nutritional value of different foods can be studied and compared with a data base management system. Possible fields are:

Food name:
Food group:
Proteins:
Fats:
Vitamins:
Carbohydrates:
Rating: (excellent, OK, junk)



Health Clubs - Advertisements for health clubs are constantly in the news. In this study, you will research the various clubs and gyms in your city. When you have completed the data base, decide which one you would join if it would be possible. Possible fields are:

Name:
Address:
Telephone number:
Yearly cost:
Days closed:
Hours:
Eligibility:
Special features:
Swimming pool: (y/n)



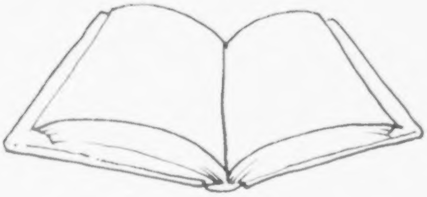
Exercise Activity Chart - Everyone is concerned with getting and staying fit. In order to find the right activity for you, make a data base using these fields:

Activity:
Calories burned per hr:
Advantages:
Disadvantages:
Cost:
Seasons:
Partner: (y/n)

Library Project

Reading List - It is easy to make a list of popular books with a data base. As you read the books for your reports, make a data base file. Reports from this file could be used to make a class reading list. These are some possible fields:

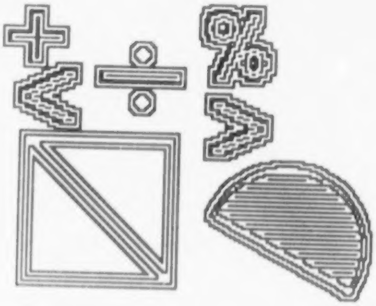
Name of Book:
Author:
Publisher:
Date:
Number of pages:
Call #:
Type: (science fiction, adventure, etc.)
Reading level: (easy, medium, hard)



Math Project

Formula File - A data base file of math formulas could be made. These are a few of the formulas you might include in your formula report:

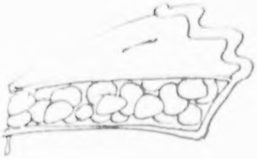
TO FIND	FORMULA	EXAMPLE
circumference		
area of square		
area of circle		
area of rectangle		
area of triangle		
perimeter		
radius		



Food Project

Recipe file - Since it is important that everyone learns to cook healthy foods, a file could be made of everyone's favorite recipes. A class recipe book could be made. These are some fields:

Recipe name:
Ingredients:
Calories per serving:
Instructions:
Contributor:



Data Base Vocabulary

alpha field - a category made up of letters of the alphabet

alphabetic sort - arranging data either from A to Z or from Z to A

ascending order - data arranged from A to Z or from the lowest number to the highest number

browse - look at records

category - a type of information such as street address or last name

data - an information entry into a field

data base planning sheet - a form that allows the user to organize and plan a data base

descending order - data arranged from Z to A or from the highest number to the lowest number

display - to show an entire record or set of records

entry - the data in a field

exact search - to find specific data

field - a category or item of information

field length - the maximum number of spaces allotted for the data

field name - the heading for the category

file - a collection of related records

hardcopy - a printed data base report

key field - the first category of a data base

modify - to change the data

multiple comparison search - to find selected data with more than one comparison

numeric field - a category made up of numbers

numeric sort - arranging data in number order

partial search - to find data when you know a part of it

record - a collection of fields that are related

record layout - the arrangement of a data base report

search - to look for specific data

search phrase - the alpha or numeric characters that are used when finding specific data single comparison search - to find selected data using only one comparison

sort - to arrange or list the records in a certain order

soundex search - to find data that sounds like the search phrase

III

AS-EASY-AS
SPREADSHEET UNIT

AS-EASY-AS SPREADSHEET

Overview

As-Easy-As is a public domain spreadsheet program that can be copied and shared with others. It will allow you to perform any task that involves numbers. The amazing features of this program are the speed and accuracy with which it calculates.

Objectives:

By the end of this chapter you will be able to:

- define a spreadsheet
- identify purposes of spreadsheets
- plan a spreadsheet on a worksheet grid
- enter labels and values
- use the cursor movement keys
- edit labels and values
- use the function keys
- change the column width
- format for currency
- copy cells
- insert rows and columns
- delete rows and columns
- use @SUM, @AVG, @MIN, and @MAX functions

Printing the Documentation

Once you have learned how to use this program, you may want to learn the other features, or you may want a more detailed explanation before you begin. You can print the As-Easy-As Documentation which is contained on the disk by doing the following:

1. Set up the printer.
2. Boot the computer with DOS.
3. Type the following at the A>:

```
copy MANUAL.DOC PRN<ENTER>
```

Topic 56: Introduction to the Spreadsheet

Aim: What is a spreadsheet and what is it used for?

Performance Objectives: Students will be able to:

- define a spreadsheet
- explain how spreadsheets are used in businesses and offices
- explain advantages of an electronic spreadsheet
- identify specific parts of a spreadsheet
- enter a sample spreadsheet on a worksheet grid
- compare a spreadsheet to a word processing and a data base program

Materials:

- worksheets 56.1-56.6

Do Now:

What are some examples of equipment people use to add, subtract, and do other math besides a paper and pencil?

Vocabulary: spreadsheet, row, column, cell, label, value

Motivation:

(Dictate a list of ten 4-digit numbers.) How fast do you think you can add and then average these numbers? (Review the steps in averaging. Check the time and then instruct the class to do the two procedures. Have them raise their hands as they finish and tell them their total time. When they have all completed the assignment discuss the greater possibilities of making errors with pencil and paper than when using a computer and the fact that they will learn to do math much more quickly with the spreadsheet program.)

Development:

(In this first spreadsheet lesson the students will not be using the computer. Since this type of software is quite complicated, it is important to supply the class with a thorough introduction or they will probably be confused in later lessons.)

1. Have a volunteer read the first paragraph of Worksheet 56.1. Emphasize the fact that spreadsheets are very fast when they calculate.

2. Read and then discuss WHO USES SPREADSHEETS? on Worksheets 56.1 and 56.2. Tell the class that one of their assignments while learning spreadsheets is to find out how their school and also businesses in the neighborhood use them.

3. Distribute the worksheet grid. Tell the class that before the invention of computer spreadsheets, people used to use a paper grid. Have a volunteer read THE ELECTRONIC SPREADSHEET from the worksheet. Discuss the advantages of having a machine keep records as compared to a piece of paper.

4. Have the class refer to WHAT DOES A SPREADSHEET LOOK LIKE? on Worksheet 56.2. Discuss and then have them complete LEARNING SPREADSHEET VOCABULARY on Worksheet 56.3. Discuss each question and guide the class

by having them point to the following: horizontal and vertical directions, row, column, cell, and cell A1. Write the definitions of row, column, and cell on the board.

5. Have the class refer to A SAMPLE SPREADSHEET on Worksheet 56.3. They will use the worksheet grid to copy then complete this spreadsheet. This grid is Worksheet 56.6. Guide them through the questions on Worksheet 56.4 and 56.5. Write the definitions for label and value on the board (numbers 8 and 9). Discuss all answers.
6. Have the students complete COMPARING SPREADSHEETS TO OTHER COMPUTER PROGRAMS. Discuss the responses.

Application:

Use graph paper to plan items that might be sold in a school store by your class to raise money. Try to think of at least 7 different items. Write labels and values. Do not figure totals. You will enter this data and have the spreadsheet do the figuring in a later lesson.

Summary:

1. What is a spreadsheet?
2. Who uses spreadsheets? What are they used for?
3. What are the advantages of an electronic spreadsheet?
4. What is a cell? column? row? label? value?

Homework:

Find supermarket ads that list sale prices for different food items. You will be using these ads to plan an expense list for a party.

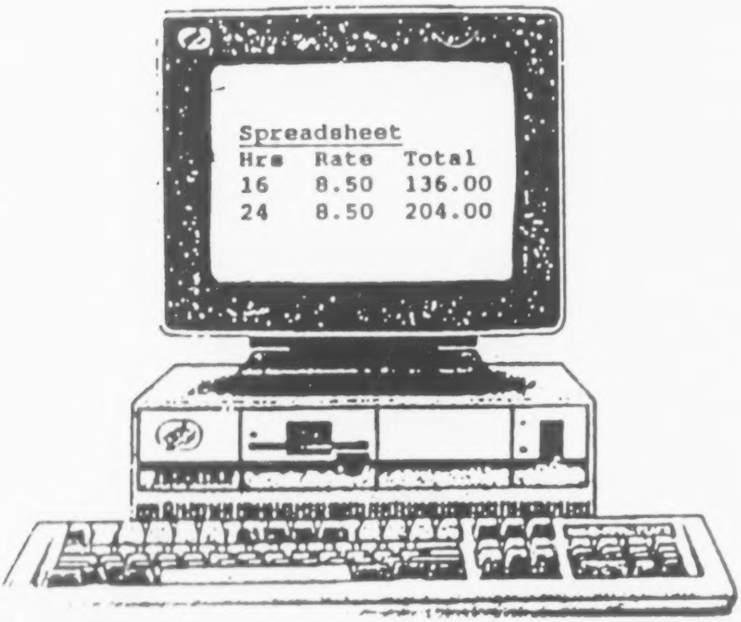
Enrichment:

Ask store owners, employees of businesses, relatives, or neighbors if they use a spreadsheet in their work. When you find someone who does, ask the person several questions about the advantages, the cost, and why he or she likes (or does not like) using the spreadsheet.

TOPIC 56

Name ______________________________ Date ____________________

AN INTRODUCTION TO THE SPREADSHEET



Spreadsheet

Hrs	Rate	Total
16	8.50	136.00
24	8.50	204.00

In this unit you will learn to use a spreadsheet program. A spreadsheet is a type of computer program that lets you take many numbers and do mathematical calculations very, very quickly and easily. It is made up of hundreds of cells. Each cell knows, remembers, and uses the numbers in all the other cells. You can probably tell already that it is much better than a paper and pencil or a calculator.

WHO USES SPREADSHEETS?

Spreadsheets are used by people who need to keep records of figures and might at some later date need to add to them or change them entirely. These are some examples of where you might see a spreadsheet being used:

- Stores use them to take inventory, keep records of sales and purchases, and bill customers.
- Hospitals use them to keep billing records, keep records of blood types in stock, and make operating room schedules.
- Banks use them for checking and saving account record-keeping and for loan records.

Name ______________________________ Date ____________________

- Companies use them to figure income, expenses and payrolls.
- Schools use them to figure students' grades, to order supplies, and to figure statistics for teams.
- People use them in their homes to figure taxes, organize budgets, and to keep checking accounts.

THE ELECTRONIC SPREADSHEET

Before the age of computers, when there was no electronic spreadsheet, people used something very similar. It was a paper spreadsheet. It had columns and rows just like the one that you will use on the computer. But there were some problems. When a mistake was made, they had to start over. Also, a piece of paper can only be so big. A standard paper spreadsheet has 12 columns and 42 rows. Electronic spreadsheets have hundreds of rows and columns. Can you imagine how long it would take to add or average hundreds of numbers with a pencil? A spreadsheet can do it in a fraction of a second. Can you?

The new electronic spreadsheet vocabulary you will learn is sometimes confusing. It is important to keep a list of all new terms in your notebook so that you can refer to it. Welcome to the world of spreadsheets!

WHAT DOES A SPREADSHEET LOOK LIKE?

```
/.......A/.......B/.......C/.......D/.......E/.......F/......G/......

1 ____________________________________________________________
2 ____________________________________________________________
3 ____________________________________________________________
4 ____________________________________________________________
5 ____________________________________________________________
6 ____________________________________________________________
7 ____________________________________________________________
8 ____________________________________________________________
9 ____________________________________________________________
10 ___________________________________________________________
```

By using data bases and spreadsheets, businesses can really clean out their files.

Name ______________________________ Date ____________________

LEARNING SPREADSHEET VOCABULARY

1. Look at the grid. Which way is horizontal? ____________________

2. If you said across, you were correct. Rows are placed horizontally on the spreadsheet and are identified by numbers. Point to them.

3. How many rows do you see? ____________________

4. Look at the grid again. Which way is vertical? ____________________

5. Hopefully you said up and down. The columns are placed vertically on the spreadsheet and are identified by letters. Point to them.

6. How many columns do you see? ____________________

7. The rectangle where the row and column meet is called a cell. A1 would be the cell in the top left corner. Demonstrate to your teacher that you know where it is.

8. What is a row? ____

   ____

9. What is a column? ____

   ____

10. What is a cell? ____

    ____

A SAMPLE SPREADSHEET

```
/.......A/.......B/.......C/.......D/.......E/.......F/......
 1
 2                      ART CLASS ORDER LIST
 3
 4  ITEM                  UNIT    QUANTITY     PRICE     TOTAL
 5
 6 Construction Paper     PKG        24         1.15
 7 Scissors               EA         30          .99
 8 Paste                  DOZ         2         9.50
 9 Drawing Pads           PKG        11         2.35
10 Markers                DOZ         7         3.25
11 Crayons                BOX        30         1.29
12
```

Name ______________________________ Date ____________________

1. Study this incomplete spreadsheet for several minutes. If you were sending out this order, what math would you have to do to complete it?

   ____

2. You can figure the total for each item by multiplying the _____________ by the _____________.

3. Copy the spreadsheet on the graph paper. Try to make it look like the ART CLASS ORDER LIST that you see. Complete the total for each item and then add all the totals.

4. As you and your classmates do this activity, your teacher will time you and the class. Did you do all the calculations correctly?

   ____

5. How long did it take for the entire class to get the correct figures? _____________ You will see in later lessons how much faster a spreadsheet can do calculations.

6. What is a heading? ____
   What are the headings of the columns on this spreadsheet?

   ____

   These words are labels. They are the words or text that you use on a spreadsheet. You cannot do mathematical calculations to a label. Usually labels are words, but sometimes numbers can also be labels. For example if you used "1989 BASEBALL LEAGUE WINNERS" as the title, "1989" is a label even though it is a number.

7. The numbers that can be used for mathematical calculations are values. What are some values on this spreadsheet?

   ____

8. What is label? ____

   ____

9. What is a value? ____

   ____

10. How are labels and values different? ___________________________

    ____

Name ______________________ Date ______________

11. What is a cell? ______________________

COMPARING SPREADSHEETS TO OTHER COMPUTER PROGRAMS

Think about the jobs of a word processing program and a data base program. Explain the different jobs they do, as well as the job of the spreadsheet program. Also, explain how the three programs can work together in different situations, such as a business, school, store, home, etc.

1. What is the difference between a spreadsheet program and a word processing program?

2. What is the difference between a spreadsheet program and a data base program?

3. Describe three different places (businesses, stores, etc.) where all three programs could be used effectively together. Explain how.

   a. ______________________

   b. ______________________

   c. ______________________

WORKSHEET GRID

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										

372

56.6

Topic 57: Viewing the Spreadsheet Screen

Aim: What do the parts of a spreadsheet screen mean?

Performance Objectives: Students will be able to:

- load the program
- identify parts of a blank spreadsheet screen
- explain the difference between rows and columns
- get the Command Menu on the screen

Materials:

- worksheets 57.1-57.6
- software: DOS, As-Easy-As spreadsheet

Do Now:

Write down three facts you learned about a spreadsheet in the last lesson.

Vocabulary: public domain shareware, status row, cell indicator, Command Menu

Motivation:

What is a budget? Does your family have a budget? If so, what are the advantages? Can they stay within it? What are some disadvantages? A spreadsheet program could be used to figure your family's budget. Your family could also keep track of income tax records and could even figure their taxes with a special tax spreadsheet. After you have learned how to create a spreadsheet, you will make a budget spreadsheet for yourself. You will have to pretend you are out of school and working. You will be living on your own and making $300 a week. Start thinking of how you will spend this money.

Development:

1. Since teaching the spreadsheet is a rather challenging task, it is important to read the information and follow the directions together as a class. Tell the students not to jump ahead. Begin the lesson by reading and discussing the first paragraph on Worksheet 57.1. Explain that the program will work on a computer with more than 256K memory, but will not work on one with less memory.

2. If you have done the other units in this book, your students will have a data disk already formatted. DO NOT REFORMAT since the other data that they saved will be lost. If you are only doing this unit, have students follow directions for formatting which are included on the worksheet. They will not be using their data disks in this chapter, but it is a good idea to have all data disks as well as copies of the Board of Education data disks ready.

3. Distribute the DOS and As-Easy-As disks, as well as Worksheet 57.2. Direct the students to carefully follow the directions in LOADING AS-EASY-AS. You may want to go through the procedure several times.

4. When the students see the registration screen, explain the meaning and have them complete the questions. (Public domain shareware - disks that can be legally copied and given away.)

5. When the students have a blank spreadsheet screen, point out the status row and explain that on this row you will see the % of space left to use and an elapsed time indicator. Have them complete questions 1 and 2 on Worksheet 57.3.

6. Point out the list of keyboard codes listed in #3. Tell the students that at various times, such as when they are typing in all capital letters, they might see one of the five codes.

7. Tell all the students to look in the top left corner of the screen and find A1. Explain that A1 is the cell that the cursor is in at the moment. Discuss the meaning of cell indicator and have students complete question #4. (Cell indicator - lets the user know the place where the cursor is on the spreadsheet)

8. Guide the students through questions #5 and #6.

9. Distribute Worksheet 57.4. Direct students to follow the directions in #7 by pressing the F1 function key. Mention that function keys perform special jobs and provide other menus or lists of what you can do. Have students complete #7 and practice moving back and forth with the right and left arrow keys.

10. Proceed with the class through #8, #9, #10, and #11 following the computer directions and then fill in the blanks.

11. Review the meaning of row and column. The students will experiment moving down the columns and across the rows of the spreadsheet. Distribute Worksheet 57.5. They will complete #12, #13, #14, and #15.

12. Mention the Goto function key in #16. Tell the class that when they learn this key in the next lesson they will see just how fast they can move to a specific location.

13. The final step of viewing a blank spreadsheet is to get the Command Menu. This menu consists of commands that help you perform the various jobs. Tell them to follow the directions in #17 and press the slash (/) key. Mention that by the end of this unit they will feel confident performing most of these tasks.

14. Complete #18 and #19 to exit the program.

15. Discuss #20.

Application:

Have the students complete the REVIEW QUESTIONS on Worksheets 57.5 and 57.6. Discuss the answers.

Summary:

1. How do you load the spreadsheet program?
2. What are the parts of blank spreadsheet screen?
3. What do they each indicate?
4. What is the difference between a row and a column?

Homework:

Have the students complete WHAT HAVE YOU LEARNED? on Worksheet 57.6.

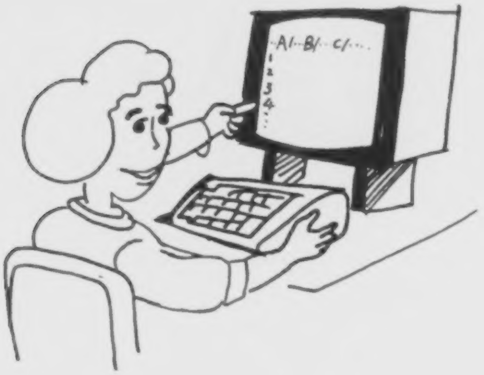
Enrichment:

Write a composition explaining how one of the stores in your neighborhood could use a spreadsheet.

TOPIC 57

Name ______________________________ Date ____________________

VIEWING THE SPREADSHEET SCREEN



AS-EASY-AS is a public domain spreadsheet that is simple enough for grade school students yet powerful enough to be used for complicated work. It is necessary to have at least 256K memory in your computer to run this program. Since most of you probably have an RGB color monitor, the directions for loading the program will be given for it. In case you don't, alternate directions will be supplied by your teacher.

FORMATTING A DATA DISK

If you have been saving work for the word processing and data base portions of this book, skip this part and use the same formatted data disk to save your work for AS-EASY-AS. If you must format another disk, follow these directions:

1. Place the DOS disk in the A drive (bottom).
2. Turn on both switches.
3. Place a new disk in the B drive (top). If you wish, you can also use a used disk. Keep in mind, however, that formatting erases the disk. Also, remember that sometimes a used disk may be slightly damaged and your work will not save properly.
4. Type FORMAT B: and press ENTER.
5. After the formatting is completed, press the letter N to indicate you do not want to format another.

Name ______________________________ Date ____________________

LOADING AS-EASY-AS

In order to do the work on this worksheet, you must have the AS-EASY-AS and DOS disks.

1. Place the DOS in the A drive and turn on both switches.
2. Press ENTER until you see A>. Remove the DOS.
3. Place the AS-EASY-AS program disk in the A drive.
4. Type ASEASY and then press ENTER.

REGISTRATION SCREEN

You will see the registration screen. Public domain shareware is

____

How do you get to the next screen? ______________________________

Follow the directions that you see.

THE WORKSHEET

```
A1:                                                                  Ready

F1=Help  F2=Edit                F5=Goto                 F9=Calc  F10=Graph
  /.......A/.......B/.......C/.......D/.......E/.......F/.......G/.......H/..
  1
  2
  3
  4
  5
  6
  7
  8
  9
 10
 11
 12
 13
 14
 15
 16
 17
 18
 19
 20
Free:99.9% [93k]                                   0:01:10 am
```

Your screen should be similar to the one above.

Name ______________________________ Date ____________________

Since some of the information may be slightly different, when you answer these questions, use the information on the screen.

1. Look at the bottom row. This is called the STATUS row. Find the word "Free." This indicates how much space you have left to use.

   a. What percent is left? ____________ How much K? ____________

   b. What does K refer to? ______________________________

2. At the far right is a clock. This shows the time counted in seconds.

   What time does it show? ______________________________

   What do you notice about the time? ______________________________

3. While using the program you may notice different keyboard codes on this line. They are as follows:

   CAP - Cap lock is on
   NUM - Numeric key pad is on
   SCR - No keyboard command is on
   END - Next cursor command starts a range movement
   MAN in reverse video - Manual calculating mode

4. Now look at the top row. A1 tells you that there is no data in cell A1 (the highlighted cell with the blinking cursor) since nothing follows the colon (:). A1 is the cell indicator location. What do you think the words cell indicator mean? ______________________________

   ____

5. Look at the far right. What word do you see? ____________________

   This tells you the program is ready for you to begin.

6. Look at the third line of the spreadsheet (under A1 and Ready). Copy these keys and their functions.

   ____

   ____

7. You will be learning how to use F1 now and the other function keys (F2, F5, F9, and F10) in later lessons. Press the first function key--F1. Read the first paragraph.

Name ______________________________ Date ____________________

What keys do you use to move the highlighted cursor
right? ________________ left? ________________ Try both.

What must you do to view a selected page?

Move the ________________ to highlight a ________________ and
press ________________.

8. Look at the bottom of the screen. The purposes of these four choices are:

Next - lets you see the following screen
Previous - lets you see the screen that is before the one you're on
Topics - Lists the 10 topics of AS-EASY-AS
Quit - lets you go back to the worksheet

9. Place the cursor on Next and press ENTER. What do you see?

____

10. Move the cursor to Topics and press ENTER. You will be learning some of the commands you see on the bottom of the screen in later lessons. Watch the screen as you press ESC. What happened?

____

11. On which selection should your cursor be to "quit" the help screens and get back to the worksheet? ________________________
Press that key and ENTER now.

12. Which way do the numbers run (across or down)? ________________
These are called rows and run across or horizontally.

13. Which way do the letters run (across or down)? ________________
These are called columns. They run down from top to bottom or vertically.

14. Press the right arrow. Keep pressing it until it goes past the letter Z. Watch the cell indicator at the top left of the screen.

How are the letters listed after Z? ________________________
How many columns are there? ________________________

Keep moving the highlighted cursor to the right until you get to the very last column. What is the last one? ________________________
What is the total number of columns? ________________________

Name ______________________________ Date ____________________

15. Now start pressing the down arrow. Watch the cell indicator. How many rows down can you go? ______________________________

16. The Goto function key lets you quickly move to a certain cell. What is the Goto function key? ______________ You will be using it in the next lesson.

17. Your final assignment in viewing a blank spreadsheet is to get the Command Menu on the screen. Press the slash (/) key. You should see this at the top of your screen:

```
A1 :
Worksheet  Range  Copy  Move  File  Print  Graph  Quit
Global, Insert, Delete, Column-Width, Status, Erase
```

18. You will learn how to use these commands in later lessons. Move the cursor to QUIT to leave the program. You will be asked if you want to quit. Highlight the word YES and press ENTER.

19. After pressing ENTER, what do you see on the screen?

____

20. Why is it convenient to have the program return to DOS?

____

REVIEW QUESTIONS

1. To load AS-EASY-AS insert the ______________ disk to get the A>, then remove the ______________ disk and insert the ______________ disk. Type ______________ and press the ______________ key.

2. What does public domain shareware mean? ______________________

____

3. What does the Goto function key let you do? ____________________

____

4. Rows are indicated by ______________. Which way do they run? ______________

5. Columns are indicated by ______________. Which way do they run? ______________

Name ______________________ Date ______________

6. How do you get the Command Menu on the screen? ______________

7. What is the Command Menu? ______________

____

8. How many rows does the program have? ______________

9. How many columns does the program have? ______________

10. What four choices do you see at the bottom of the "Welcome" screen?

__________ __________ __________ __________

11. How do you "quit" the program? ______________

____

12. What does the program return you to after you have quit?

____

* * *

WHAT HAVE YOU LEARNED?

Make a list of ten things you have learned about spreadsheets.

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________
8. ______________
9. ______________
10. ______________

Topic 58: Moving the Cursor on a Spreadsheet

Aim: How do we move the cursor on a spreadsheet?

Performance Objectives: Students will be able to:

- load a spreadsheet file
- identify and use the cursor movement arrow keys
- identify and use the scrolling keys PG UP and PG DN
- identify and use the TAB and SHIFT/TAB scrolling keys
- identify and use the HOME and END keys
- use the Goto key

Materials:

- worksheets 58.1-58.5
- software: DOS, As-Easy-As spreadsheet, MS DOS data disk, students' data disk

Do Now:

List the steps for loading the As-Easy-As program.

Vocabulary: cursor movement keys, Goto key

Motivation:

Imagine that your class is planning an overnight ski trip for the winter. You have decided to earn the money for the bus trip and room by selling food and other items in the lobby. How could a spreadsheet help you in this project?

Development:

1. Have the class read the first paragraph on Worksheet 58.1 and then guide them through the steps for loading the program and retrieving the file ORDER.

2. Distribute Worksheet 58.2. When the file order is on the screen, have the class answer various questions and then tell you which cell will show the answer. These are examples:

   How much do printer ribbons cost?
   How much did six diskette boxes cost?
   How many computers were ordered?
   What is the total price of the entire order?

3. Guide the class through the cursor movement. Have them first locate the key and then try it.

4. Have the class complete USING THE CURSOR MOVEMENT KEYS on Worksheet 58.3.

5. Have class find the Goto key - F5. Explain its purpose. Instruct the students to complete the activity on Worksheet 58.4.

Application:

Have students complete REVIEWING THE LESSON and CURSOR MOVEMENT KEYS on Worksheets 58.4 and 58.5.

Summary:

1. How do you load a spreadsheet file?
2. What is the purpose of the four arrow keys?
3. What do the scrolling keys PG UP and PG DN allow you to do?
4. What do the TAB and SHIFT/TAB scrolling keys allow you to do?
5. What do the HOME and END keys allow you to do?
6. What is the purpose of the Goto key?
7. How do you use the Goto key?

Homework:

In the first part of this lesson, you discussed the need for a spreadsheet to keep track of earnings for a class trip. Think of 15 money-making items to sell. Make a list of the items and the purchase cost, as well as the selling price and profit. This is an example:

Item	Purchase price	Selling price	Profit
T-shirts	$5.00	$7.00	$2.00

Enrichment:

Interview store owners or people who work in business offices to find one or more individuals who use spreadsheets. Ask them to explain the ways they use them and whether they like or dislike using spreadsheets. Write a report.

TOPIC 58

Name ______________________________ Date ____________________

MOVING THE CURSOR ON A SPREADSHEET

I never thought using a spreadsheet could be so easy!

In this lesson you will explore a spreadsheet by learning how to move the cursor. In the first part of this activity, you will learn how to take a spreadsheet that has been saved on a data disk and transfer it to the screen. One has been prepared for you and is included on the MS DOS data disk. In computer language, the process of getting a spreadsheet from a data disk is called retrieving. Follow these directions to retrieve a spreadsheet:

1. Load AS-EASY-AS into your machine.

2. Place the MS DOS data disk in drive B.

3. When you see the registration screen, press any key to get a blank spreadsheet on your screen. Press the slash (/) key to get the Command Menu.

4. Move the cursor to FILE. Press ENTER.

5. Move the cursor to RETRIEVE. Press ENTER.

6. You will see a list of worksheet files. Make sure the file ORDER.WKS is highlighted. ORDER is the name of the file and WKS tells you that it is a worksheet. Only eight filenames can be seen. Later in this term you may have more than eight worksheets saved on your data disk. If this occurs, you can see all the files to the right simply by moving the highlighted pointer right past the right edge of the screen with the right arrow. This is called scrolling the files. You can also scroll back to the left.

7. Press ENTER and ORDER will appear on your screen.

Name ______________________________ Date ____________________

THE COMPUTER LAB ORDER WORKSHEET

This is the worksheet you will see on your screen:

```
A1 :

F1=Help  F2=Edit             F5=Goto                 F9=Calc  F10=Graph
  /.......A/.......B/.......C/.......D/.......E/.......F/.......G/.......H/
 1
 2                            COMPUTER LAB ORDER
 3-----------------------------------------------------------------------------
 4  ITEM #      ITEM          UNIT        UNIT        NUMBER          TOTAL
 5                                        COST        OF EACH         PRICE
 6-----------------------------------------------------------------------------
 7  675     Computer          EA         995.00         20          19900.00
 8  790     Printer           EA         475.55          5           2377.75
 9  345     Desk              EA         293.75         20           5875.00
10  210     Printer Stand     EA         219.55          5           1097.75
11  346     Printer Cable     EA          19.95         10            199.50
12  390     Computer Paper    BOX         18.90          4             75.60
13  791     Printer Ribbons   DOZ         60.50          2            121.00
14  993     Diskettes         DOZ         10.95         15            164.25
15  103     Diskette Box      EA           9.95          6             59.70
16
17                                                                   29870.55
```

THE CURSOR MOVEMENT KEYS

These are the cursor movement keys you will learn to use:

KEY	CURSOR MOVEMENTS
Right Arrow	Moves right one column
Left Arrow	Moves left one column
Down Arrow	Moves down one row
Up Arrow	Moves up one row
PG DN	Moves down 20 rows
PG UP	Moves up 20 rows
TAB	Moves one page (screen) to the right
SHIFT/TAB	Moves one page (screen) to the left
HOME	Moves to cell A1
END	The END key acts in combination with the key that is pressed after it. END then Up Arrow - moves to the far top END then Down Arrow - moves to far bottom END then Right Arrow - moves to far right END then Left Arrow - moves to far left

58.3

Name ______________________________ Date ____________________

USING THE CURSOR MOVEMENT KEYS

As you use the keys in the list, write down the cell that your cursor moves to when you press the keys. You can find this information in the top left hand corner of the worksheet (at A1 which is the cell indicator). When the cursor moves past the limits of the screen you will be scrolling.

1. Down Arrow 5 times ________________
2. Right Arrow 7 times ________________
3. HOME ________________
4. PG DN ________________
5. Up Arrow twice ________________
6. TAB ________________
7. TAB again ________________
8. SHIFT and then TAB ________________
9. PG DN twice ________________
10. PG UP ________________
11. TAB ________________
12. Left Arrow 5 times ________________
13. Down Arrow three times ________________
14. END then Up Arrow ________________
15. END then Left Arrow ________________
16. END then Down Arrow ________________
17. END then Right Arrow ________________
18. Use the least number of moves to get to the very last row of the worksheet ________________
19. Use the least number of moves to get to the very last column of the worksheet ________________
20. Use the least number of moves to highlight the following cells:
    K8 B102
    a. Which keys did you use to move to K8? ________________________
    b. Which keys did you use to move to B102? ________________________

Name ______________________________ Date ____________________

USING FUNCTION KEY F5--GOTO

You can move directly to a specific cell with the GOTO key. These are the steps you use to go directly to a cell:

1. Press F5 which is the GOTO key.
2. Type the cell address. Do not use any spaces.
3. Press ENTER.

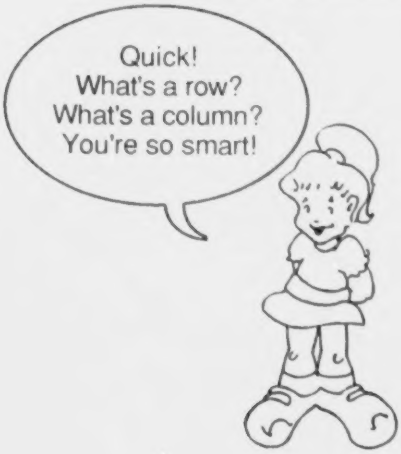
Use the GOTO key to move the cursor to the following cells:

1. E10
2. AF230
3. AS320
4. B15
5. Z410
6. L88

Use the GOTO key to move to five other cells of your choice. List the cells on this line. ______________________________

REVIEWING THE LESSON

1. How do you retrieve a file? ______________________________
2. What does scrolling mean? ______________________________
3. What does the GOTO key allow you to do? ______________________________
4. When you press the HOME key, what cell does the cursor always move to? ______________________________


Quick!
What's a row?
What's a column?
You're so smart!

ROW ______________________________

COLUMN ______________________________

Name

Date

5. List the key or keys you use to move to these locations. Try each one.

   a. Up one row

   b. Up 20 rows

   c. Right one column

   d. One page (screen) to the right

   e. Down 20 rows

   f. One page (screen) to the left

6. Why is it important to know how to move quickly on the screen?

CURSOR MOVEMENT KEYS

What do the following keys allow you to do?

Right Arrow
Left Arrow
Down Arrow
Up Arrow
PG DN
PG UP
TAB
SHIFT/TAB
HOME
END Right Arrow
END Left Arrow
END Up Arrow
END Down Arrow

You may be asked to use a spreadsheet in a business setting. All spreadsheets are similar so pay close attention.

Topic 59: Learning About Labels and Values

Aim: What are labels and values?

Performance Objectives: Students will be able to:

- define and identify labels
- define and identify values
- change the values on a spreadsheet
- save a file

Materials:

- worksheets 59.1-59.3
- software: DOS, As-Easy-As spreadsheet, MS DOS data disks, students' data disks

Do Now:

What does the cell indicator tell you?

Vocabulary: label, value

Motivation:

Spreadsheet programs are used by many different professions. The medical profession uses them in hospitals to keep track of the quantities of available medications, operating room schedules, blood types in stock, and billing records of patients. The law profession uses them to schedule court cases and to organize court appearances. Why is using a spreadsheet so much better than using paper and pen or a calculator?

Development:

1. Tell the class that before they begin the activity, they should load the program and get the file ORDER on their screens.
2. Distribute Worksheets 59.1 and 59.2. Have the class read the definitions of label and value. Discuss the meanings. Guide the class through the activity LABELS AND VALUES. Emphasize the fact that labels cannot be calculated.
3. Check all answers in the activity to make sure the entire class understands labels and values.
4. Have the students complete the REVIEW. Discuss responses.
5. Challenge the class to do CHANGING VALUES on Worksheet 59.3. If possible, give a prize to the person who comes the closest to the new total.
6. Guide the class through SAVING A WORKSHEET.

Application:

Have the students retrieve the ORDER file. Have them get a new total of $19,500.00 on the spreadsheet.

Have the students complete WHAT ARE THE STEPS FOR SAVING A WORKSHEET? on Worksheet 59.3.

Summary:

1. What is a label?
2. What is a value?
3. How do you change a value?
4. How do you save a file?

Homework:

Write a paragraph explaining how you think your teacher could use a spreadsheet for her/his job.

Enrichment:

Make a list of labels that could be used in a spreadsheet on household expenses for your family. Write approximate monthly values.

TOPIC 59

Name ______________________________ Date ____________________

LEARNING ABOUT LABELS AND VALUES

4+3
7
I've heard about how easy it is to do math on a spreadsheet. I'm ready to learn. Are you?

In this lesson you will be introduced to labels and values. Retrieve the file ORDER from the BOARD of EDUCATION disk. Use the directions in the previous lesson if necessary.

LABELS AND VALUES

The contents of the cells are either labels or values. These are the definitions of the two terms:

LABEL - the contents of cells that are used for headings or word items. Labels are never mathematically calculated although they can be numbers.

VALUE - the contents of cells that can be mathematically calculated.

1. How many columns are there on this worksheet? ____________________

2. What is the heading of the third column? ____________________

   Is it a label or value? ____________________

3. Move to 675 under the heading ITEM in cell A7.

   Is it a label or value? ____________________
   Check the data in the top left corner. Write down what you see: ________ ____________________. Notice the apostrophe (') before the data. This indicates a label.

Name ____________________ Date ____________

Even though the cells under the heading ITEM # are all numbers, are they values? ____________ Why? ____________
Will you calculate them? ____________

4. Look at the last three columns. Do they list labels or values? ____________ How do you know? ____________
____

You can check by moving the cursor to several numbers. Use GOTO to move to cell E7. Do you see an apostrophe at the cell indicator position at the top left of the screen before 995.00? ____________
Since no apostrophe is there, it means 995.00 is a value.

5. Move to cell F12. Is 4 a label or a value? ____________ Why?
____

6. List two labels and and two values and their cell location.

Label	Cell Location
____________	____________
____________	____________

Value	Cell Location
____________	____________
____________	____________

REVIEW

1. What are labels used for? ____________
2. How can you tell something is a label? ____________
3. Do you ever calculate a label? ____________
4. What do you calculate on a spreadsheet? ____________
5. Write two examples of labels.
____
6. Write two examples of values.
____

Name ______________________________ Date ____________________

CHANGING VALUES

Look for the total of all the items on the worksheet. Let's pretend that the person ordering the equipment for the computer lab received $37,500.00 instead of $29,870.00.

1. In which column should you make changes? ____________________

2. Why? ____

3. Begin this assignment by moving the cursor to one of the cells under the heading NUMBER OF EACH. Increase these numbers until the total comes as close to $37,500.00 as possible.

4. What number did you get for the total? ____________________

5. How close to the new total did you get? ____________________

SAVING A WORKSHEET

You will be saving this worksheet on your personal data disk. Follow these steps:

1. Remove the BOARD OF EDUCATION DATA DISK from Drive B.
2. Place your personal data disk in Drive B.
3. Press the slash (/).
4. Move the cursor to FILE.
5. Press ENTER.
6. Move the cursor to SAVE and press ENTER.
7. You will see "Name of file to Save?" Since the file has already been named, just press ENTER. Watch the red light appear in Drive B as the file is saved to your data disk.

WHAT ARE THE STEPS FOR SAVING A WORKSHEET?

List the steps you used to save the worksheet:

Step 1 ____

Step 2 ____

Step 3 ____

Step 4 ____

Step 5 ____

Step 6 ____

Topic 60: Entering Labels

Aim: How do we enter labels?

Performance Objectives: Students will be able to:

- identify label indicators
- enter labels
- enter a divider line

Materials:

- worksheets 60.1-60.3
- software: DOS, As-Easy-As program, students' data disk

Do Now:

Write a sentence comparing a label to a value.

Vocabulary: label, indicator, divider line

Motivation:

Spreadsheets are used to project the future. This means that in a matter of seconds the user can know how a business or investment will pay off in a year, five years, etc. The user can simply change the prices to see how the changes will affect the total income. The user can quickly and easily experiment with different figures. A paper and pen is tedious, sloppy, and not used very often these days to project the future of large companies.

Development:

1. In this lesson you will begin entering your spreadsheet's labels. Have the class load the program and place their formatted data disk in drive B.

2. Distribute Worksheets 60.1 and 60.2. Guide the class through #1 as they enter the title. Remind them to press the CAPS LOCK and have the cursor positioned in cell C1 before they begin typing. Tell the class that each cell is nine characters in width. Explain that after they have typed the title, they will notice that it extends beyond the nine characters in C1. Because there is no data in D1, the data just continues to spread out. If D1 contained data, the title would only show BEST CLOT. Even though it would only show a part of the title, the entire title would be in cell C1 in the computer's memory.

3. Read #2 and discuss the use of the four label indicators. Draw four cells on the board and show an example of each type of layout.

4. Follow the directions in #1 in ENTERING HORIZONTAL LABELS to enter the cells in the designated cells, remembering to include the label indicator.

5. Tell the class they will enter a divider line. Explain that a row of equal signs (=====) is usually used as a divider line. Have them follow the directions in #2. Have them complete the label indicator review in #3 and #4.

6. Tell the class to enter the rest of the labels that are listed on Worksheet 60.3. Explain that the label TOTOL is incorrectly spelled, but they are to enter it as indicated. They will learn to edit in the next lesson.

7. Have students complete the remaining three parts of the worksheet. Make sure to assist them if they have problems saving the file.

Application:

Write down five facts you have learned about entering labels on a spreadsheet and complete the REVIEW section.

Summary:

1. What are cell indicators?
2. How do you enter labels?
3. How do you enter a divider line?

Homework:

Imagine that you are opening a hot dog stand in the park. Make a list of expenses that you would have. You rent the stand for $100 a week. You will continue this in tomorrow's homework assignment so make sure to save it.

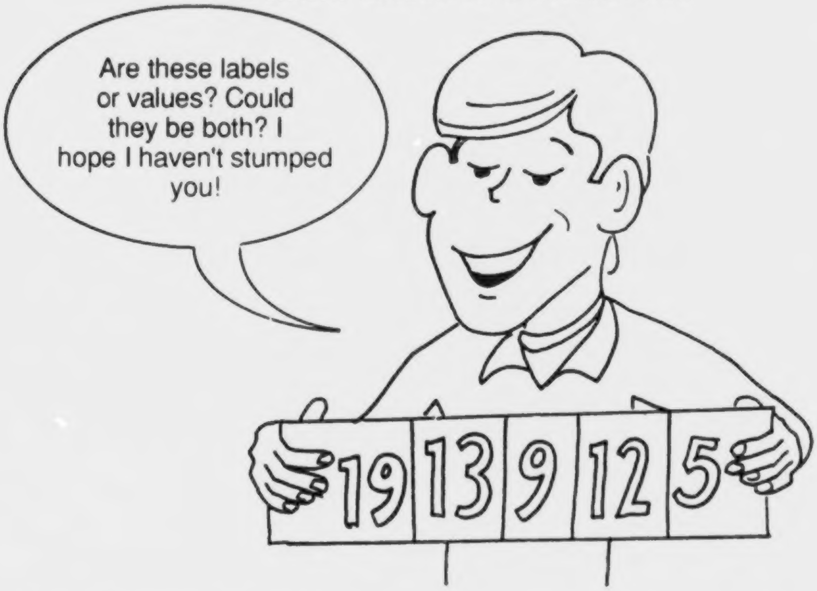
Enrichment:

Write a paragraph explaining some problems that small businesses have. Think of the small stores in your area and use them as examples.

TOPIC 60

Name ______________________________ Date ____________________

ENTERING LABELS ON A SPREADSHEET


Are these labels or values? Could they be both? I hope I haven't stumped you!
19 13 9 12 5

In this activity you will enter labels on a blank spreadsheet. To review, write the definition of a label.

A label is ____

____

Do the following to enter labels:

1. Load the AS-EASY-AS program and place your student data disk in drive B.

2. When you have a blank spreadsheet on your screen, place the cursor in cell C1 and type the title in all capitals:

   BEST CLOTHING STORE - JAN. THROUGH JUNE INCOME.

   Tell the class that the title extends past C1. If other data was already typed in D1, you would only see BEST CLOT since each cell is only 9 characters wide.

3. Press <ENTER>.

4. When you enter labels you can place them in different locations in the cells. If one of the four symbols that is listed on the next page, is not used when entering labels, the program automatically inserts the single quote (') as the first character. You must use the following symbols when entering labels:

Name ______________________________ Date ____________________

['] - This places the label at the left margin of the cell (left justified).

[^] - This centers the label in the cell. If the label is wider than the column, the label appears at the left of the cell.

["] - This places the label so that it is right justified.

[/] - Repeats the character which follows to the width of the column. This is usually used when you want to make a dividing line with an equal sign or dash.

ENTERING HORIZONTAL LABELS

1. Move the cursor to each of these cells and enter horizontal cell labels. Press <ENTER> after each. If you make a mistake and have problems correcting it, do not worry since you will learn how to edit it (make corrections). Type a caret (^) or quotation marks (") so that the labels are positioned correctly in the cells.

CELL	LABEL
D3	^AVERAGE
F3	"UNITS
D4	^PRICE
F4	"SOLD
H4	^TOTAL

2. Move the cursor to A5. Make a divider line with the equal sign by pressing the slash (/) key and then pressing the equal sign all the way across the screen. Press ENTER.

3. What do the symbols before the labels indicate?

____

4. Review what the following symbols are used for in positioning labels by explaining how they are used:

' ____

^ ____

' ____

/ ____

60.3

Name ______________________________ Date ____________________

ENTERING VERTICAL LABELS

1. Type the labels and press ENTER. Enter them exactly as you see them whether they are spelled correctly or not:

CELL	LABEL
A6	SHIRT
A7	JEANS
A8	SHORT
A9	T-SHIRT
A10	JACKET
A11	STOCKING
A12	BELT
A13	BATHING SUIT
A15	TOTOL

2. If you saw the following labels in the cell indicator location, where would they appear in the cell?

'Amount - ______________________________

/= - ______________________________

^Total - ______________________________

"Sum - ______________________________

3. If you wanted to type the year 1989 as a label and typed 1989, why would it be an error?

____

4. Save the file as BEST. Look back at the last lessons if you forgot how to save.

REVIEW

1. What is a label? ______________________________
2. What is the purpose of a label indicator?

____

3. What key do you press after you type each label? ____________
4. What is a divider line used for? ______________________
5. What key is usually typed for a divider line? ____________

Topic 61: Editing Labels

Aim: How do we edit labels?

Performance Objectives: Students will be able to:

- identify and use the editing keys
- edit by using function key F2
- edit by retyping

Materials:

- worksheets 61.1-61.3
- software: DOS, As-Easy-As spreadsheet, students' data disks

Do Now:

Write two sentences explaining two ways your family could use a spreadsheet.

Vocabulary: edit, editing line, editing keys

Motivation:

Most spreadsheet programs can also create graphs. For example, if a company wanted to show the sales figures of the last five years, a bar graph could be made by the computer from the spreadsheet data. If a company wanted to show the increases and decreases in income and expenses for each of the twelve months, a line graph could make the comparisons very clear. These graphs are often used for company sales presentations or sent to the stockholders. If your family kept track of the monthly expenses on a spreadsheet, a pie graph could clearly show the information. For most businesses today, the spreadsheet program is as necessary as the water cooler and The Wall Street Journal.

Development:

1. What does editing mean? (Elicit - making corrections or changes.) Tell the class that in this lesson they will be editing labels. Distribute Worksheets 61.1, 61.2 and 61.3. First, they should load the program and get the file BEST on the screen.

2. Read and discuss EDITING THE LABELS IN THE FILE "BEST." Discuss these two ways to edit:

   a. Retyping the contents over the cell and pressing <ENTER>.
   b. Pressing function key F2 and editing the cell's contents on the editing line. This line is located in the upper left corner at the cell indicator location. (Discuss the example on the worksheet.)

3. Have the students identify the editing keys listed on the keyboard. Then have them use each one to practice moving quickly on the spreadsheet. Emphasize the fact that it is important to use these keys to save editing time.

4. Have class do the editing practice using the F2 function key in #1 of Worksheet 61.1. Review what the apostrophe (') means before the label. Have them do another editing practice using F2 by following the directions in #2.

5. Instruct class to edit with the retyping method by doing #3 on the top of worksheet 61.2.

6. Tell the class to complete the EDITING KEYS activities on 61.2 and 61.3 to demonstrate that they understand the editing process. Circulate through the class to determine whether all the students are using the editing keys correctly, as well as both editing methods. Remind the class to save the file as BEST.

Application:

Instruct the class to complete the REVIEW section.

Summary:

1. What are the editing keys? How do you use them?
2. How do you edit by using function key F2?
3. How do you edit by retyping?

Homework:

You will continue the hot dog stand assignment from yesterday. You have been operating the hot dog stand for one week. The weather was beautiful; therefore, you had a great opening week. Write down the total sales for each item in another column next to the expenses. You will enter the labels and values into your computer so that the spreadsheet program can figure the profit for each item. This is an example of two of the rows:

ITEM	EXPENSE	SALES
rent	$100.00	
hot dogs	$165.00	$305.00

Enrichment:

If you opened a clothing store, what would you sell? Make a list of 20 different items and the approximate price you think they might cost the store owner. Try to be specific--for example, Champion sweatshirts, Polo T-shirts, Nike nylon shorts, etc.

TOPIC 61

Name ______________________________ Date ____________________

EDITING LABELS

I'm down. I wish I knew how to edit my mistakes. Please help me put a smile back on my handsome face.

In this lesson you will learn to edit. What does it mean to edit?

____

Like editing in word processing, editing on a spreadsheet refers to making corrections. In this lesson you will practice the various editing keys of AS-EASY-AS. Do the following:

1. Load the AS-EASY-AS program.
2. Place your student data disk in drive B.
3. Get a blank spreadsheet on your screen.
4. Retrieve or get the file BEST on your screen. (HINT - press the slash (/) key, move the cursor to FILE and press ENTER, move the cursor to RETRIEVE and press ENTER, highlight BEST, and press ENTER)

EDITING THE LABELS IN THE FILE "BEST"

When you edit the cells on your spreadsheet, you can do it in one of two ways:

1. Retyping over the cell and pressing ENTER.

2. Pressing the editing key F2 which places the contents of the cell on the editing line. Once the contents are in this position you can move the cursor to the correct location and type in the new characters. The contents of the cell are moved to the right when you insert characters.

Name ______________________________ Date ____________________

3. This is an example: cell contents are SPREDSHEET. If you press F2, you can place the cursor on the letter D and type the letter A to have the contents of the cell read SPREADSHEET.

EDITING KEYS

Refer to this list of editing keys whenever you want to make changes in your spreadsheet:

Left Arrow - moves cursor to the left one position
Right Arrow - moves cursor to the right one position
HOME - moves the cursor to the first character position
END - moves the cursor to the last character position
DELETE (DEL) - deletes (erases) the character under the cursor
INSERT (INS) - inserts at the position of the cursor
BACKSPACE - deletes (erases) to the left of the cursor
TAB - moves the cursor 8 positions to the right
SHIFT and TAB - moves the cursor 8 positions to the left
CTRL and Right Arrow - moves to the beginning of the next word
CTRL and Left Arrow - moves to the beginning of the previous word
ESC - cancels all the editing done and leaves the cell with the original contents

1. Practice inserting by doing the following:

   a. Place the cursor in cell A6.
   b. Press the editing function key F2.
   c. Look at the data in the cell indicator location (top left corner). You should see

      A6: 'SHIRT
      'SHIRT

   d. Add the letter S to make the cell read SHIRTS.
   e. Press ENTER.

2. Practice replacing characters by doing the following:

   a. Place cursor in cell A7. Press F2.
   b. Use the BACKSPACE key to erase JEANS.
   c. Type PANTS and press ENTER.

3. Place the cursor in cell A15 and simply type over TOTOL to have the cell read TOTAL. Press ENTER.

4. Make the remaining changes by either retyping the cell and pressing ENTER or using the F2 editing function key:

Name ______________________ Date ______________

CELL	CHANGE	TO
A8	SHORT	SHORTS
A9	T-SHIRT	T-SHIRTS
A10	JACKET	JACKETS
A11	STOCKING	SOCKS
A12	BELT	BELTS
A13	BATHING SUIT	SWIM SUITS

5. Before you save, make any other editing changes that are necessary. Proofread carefully. Save the edited file again as BEST.

REVIEW

1. What does editing mean? ______________________

2. What are the two ways to edit?

   a. ______________________

   b. ______________________

3. Explain the purposes of these editing keys:

   Left Arrow - ______________________

   Right Arrow - ______________________

   HOME - ______________________

   END - ______________________

   DELETE - ______________________

   INSERT - ______________________

   BACKSPACE - ______________________

   TAB - ______________________

   SHIFT and TAB - ______________________

   CTRL and Right Arrow - ______________________

   CTRL and Left Arrow - ______________________

   ESC - ______________________

Topic 62: Learning About Functions

Aim: What is a function?

Performance Objectives: Students will be able to:

- define a function
- identify a function
- explain the five function codes

Materials:

- worksheets 62.1-62.3
- software: DOS, As-Easy-As spreadsheet, MS DOS data disks

Do Now:

Write a definition for value.

Vocabulary: function, @ (at sign)

Motivation:

(Distribute Worksheet 62.1) Can you think of any code letters to describe something? (Have them look at the worksheet.) Discuss the codes for the four examples on the worksheet. Explain that a spreadsheet also can use codes.

Development:

1. Tell the class that they will be learning a new spreadsheet term. Explain that before they learn it, it is extremely important that they all understand the meaning of a value. Discuss the definition and have the students write it on the worksheet.
2. Read and discuss the definition. Tell the class that in this lesson they will simply be expected to recognize what the codes in various functions mean. In the next lesson, they will learn to write them.
3. Tell the class that they should load their program and retrieve the file ORDER for the MS DOS data disk. Distribute Worksheet 62.2.
4. Have them move the cursor to cell H17. Guide them through the questions on the worksheet.
5. Tell the class to refer to FUNCTION CODES. Read and discuss the list.

Application:

Have the students complete Worksheet 62.3. Discuss the answers.

Summary:

1. What is a function?
2. How can you identify a function?
3. What are the five function codes?
4. What does each of them mean?

Homework:

Imagine that you are opening up a business. Explain which computer programs you would purchase. Explain the reasons.

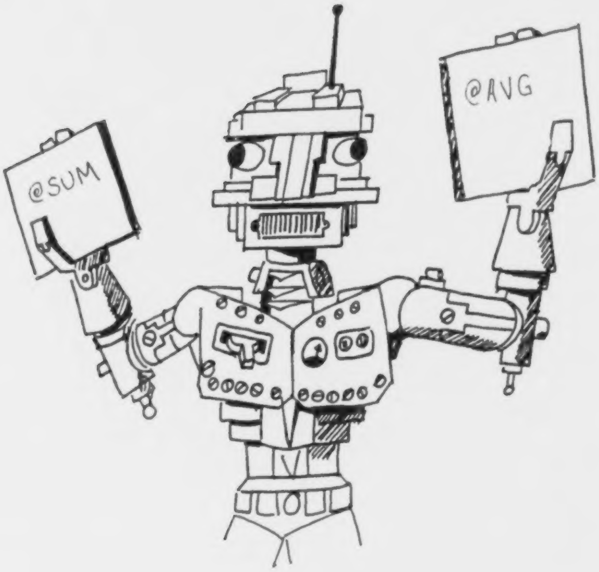
Enrichment:

Make a word find of all the words that you have learned thus far about the spreadsheet. Your teacher will make copies for the class.

TOPIC 62

Name ________________________ Date ________________

LEARNING ABOUT FUNCTIONS



What does USA stands for? ______________________________
There are many other examples of letters that stand for something. Do you know these:

NYU ______________________________

CIA ______________________________

FBI ______________________________

A spreadsheet also uses a type of code system in special operations that involve values. Review the meaning of value by writing the definition:

A value is ______________________________

The special operations that are used to do calculations to the values are called functions. Read and discuss this definition:

FUNCTION - A function is a simple way to do a complicated formula. It must begin with an @ (at sign) and contain a function code or name.

Name ______________________________ Date ____________________

VIEWING A FUNCTION

In order to see what a function looks like, do the following:

1. Load your program disk and get the file ORDER on your screen.

2. Move the cursor to cell H17. Write down what you see in the cell indicator to describe the contents of this cell.

   ____

3. This is a formula that contains a function. You will learn much more about formulas in the next lesson. For now, just remember that a formula is an expression in math that uses letters, numbers and symbols.

4. What symbol do you see in the formula in H17? ____________________

5. Can you guess what @SUM means? ______________________________

6. You probably answered that it has something to do with adding. In the next lesson you will learn how to write formulas that contain functions.

7. For now remember that functions begin with the @ sign and contain a three letter code.

FUNCTION CODES

There are a number of functions that can be used with As-Easy-As. For now you will only be learning five of the most used functions.

1. @SUM means to add the designated cells.

2. @MAX means to find the largest value in a designated set of cells.

3. @MIN means to find the smallest value in a designated set of cells.

4. @AVG means to find the average of a designated set of cells.

5. @COUNT means to find the total number of values in a designated set of cells.

Name ______________________ Date ______________

REVIEW

1. What is a value? ______________________

2. What is a function? ______________________

3. What must precede the three letter code in a function? __________

4. What do the following codes mean?
   a. @AVG ______________________
   b. @MIN ______________________
   c. @MAX ______________________
   d. @SUM ______________________
   e. @COUNT ______________________

5. What is a label? ______________________

6. What is the cell indicator? ______________________

7. What is a row? ______________________

8. What is a column? ______________________

9. What is a cell? ______________________

10. What is scrolling? ______________________

WHAT HAVE YOU LEARNED ABOUT FUNCTIONS?

Write several sentences explaining what you have learned about functions.

Topic 63: Learning about Formulas

Aim: What is a formula?

Performance Objectives: Students will be able to:

- define formula and pointer
- identify a formula and a pointer
- identify mathematical operations
- write simple formulas
- find errors in formulas
- write formulas containing functions

Materials:

- worksheets 63.1-63.4
- software: DOS, As-Easy-As spreadsheet, MS DOS data disk

Do Now:

What are the two ways to edit a cell?

Vocabulary: formula, mathematical operations, pointer

Motivation:

Have you ever been to a concert? Was there an opening act? Which had more importance--the opening act or the featured act? This concept can also be compared to spreadsheet. You just spent several lessons learning about labels, entering them and editing them. Labels are only the opening act. The real purpose of a spreadsheet is to work with the values. After all, spreadsheets are about math, and values are numbers. In this lesson, you will learn about how a spreadsheet user works with numbers by writing formulas.

Development:

1. What is a math formula? How does it help you when doing a problem? A different type of formula is used on a spreadsheet. It will help you tell the computer how to do the math on a spreadsheet.

2. Distribute Worksheet 63.1 and 63.2. Read and discuss the definitions of formula and pointer. Review the meaning of formula. Explain that a formula always contains pointers.

3. Have the class load the program and retrieve the ORDER file. Have them move to cell H14. Discuss what the contents of this cell reads.

4. Discuss the four symbols in #2 of Worksheet 63.2. Tell the class that these are just some of the symbols.

5. Point out that these formulas begin with a + (plus sign) or a - (minus sign).

6. Review the functions by having the class complete the activity on Worksheets 63.2 and 63.3.

7. Assist the class with the WRITING SIMPLE FORMULAS section on Worksheet 63.3.

8. Discuss the formulas that they write to make sure they understand the concept.

9. Have them complete #2 to see if they understand what is wrong with the formulas.

10. Explain that some formulas contain functions. Read the introductory paragraph of FORMULAS THAT CONTAIN FUNCTIONS. Discuss it. Have the class complete the activity.

11. Distribute Worksheet 63.4. Assist the class in writing formulas that contain functions. Discuss their answers.

Application:

The students should search through the spreadsheet to see if there are other formulas, especially ones that contain functions. They should write them and then explain what they mean.

Have the class complete the REVIEW section.

Summary:

1. What is a formula?
2. How do you identify a formula?
3. What is a pointer?
4. How do you identify a pointer?
5. What are mathematical operations?
6. How do you write a formula to add? subtract? multiply? divide?
7. How do you write a formula that contains the following: @SUM, @MIN, @MAX, @COUNT, and @AVG?

Homework:

Imagine that you have a job in which you help neighbors with chores. You earn $45 a week. Your parents give you an additional $25 a week. You do not have to buy your own clothes, but must buy your own food when you are out, pay for entertainment, etc. Make up a budget. Try to save some.

How could a spreadsheet help you keep track of a person's spending?

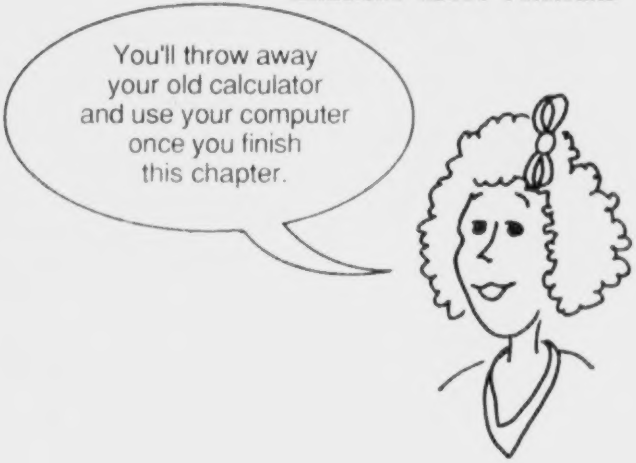
Enrichment:

Write a paragraph explaining how your teacher could use a spreadsheet.

TOPIC 63

Name ______________________ Date ______________

LEARNING ABOUT FORMULAS


You'll throw away your old calculator and use your computer once you finish this chapter.

The most important value of a spreadsheet is that it can do math very quickly. It performs its mathematical work with formulas. These formulas use pointers. These are important definitions to know for this lesson:

FORMULA - A formula is an expression in math using letters and symbols that will solve an arithmetic problem.

POINTER - A cell indicator preceded by a + or - sign that specifies or points to a cell.

1. This is some other information to know about a formula:

   a. It must begin with a mathematical operator, such as a + or - sign or a function indicator that begins with the @ sign.
   b. It contains pointers to specify which cells are to be calculated.
   c. It can also contain a function.

2. To review, define the following term: A function is ______________

   ____

   ____

Name ______________________________ Date ____________________

WHAT DOES A FORMULA LOOK LIKE?

1. Retrieve the file ORDER from the MS DOS data disk. Use the GOTO function to move to cell H14. Look at the data after the colon in the cell indicator location at the top left of the screen.

   What do you see? ____________________ This is a formula.

2. When using this program, the following symbols are used for the four basic math operations:

   + - addition
   - - subtraction
   * - multiplication
   / - division

   There are a number of other symbols that you will be introduced to in later lessons. In mathematics, the formula for calculating this cell is that the contents of cell E14 are multiplied by the contents of cell F14 to arrive at the answer that is located in cell H14.

   +E14*F14

3. In the formula, pointers are used to identify which cells you wish to calculate.

   What is a pointer? ____

   ____

4. What are the pointers in the formula in #2? ____________________

5. What are the pointers in +C69*C70? ____________________

6. Because cells start with letters, you must always type a + or - sign before you begin typing a formula. Of course, if the formula contains a function, you will use the @ sign to begin the formula.

REVIEWING THE FUNCTIONS

Before you practice writing formulas, review these functions by explaining what they mean:

1. @SUM ____
2. @AVG ____
3. @MIN ____

Name ____________________ Date ____________

4. @MAX ____________________

5. @COUNT ____________________

WRITING SIMPLE FORMULAS

1. Your teacher will assist you in writing formulas to do the following:

    a. the sum of cells B14 and C14 ____________

    b. the product of cells S62 and T62 ____________

    c. the difference between cells R4 and S4 ____________

    d. the quotient of cell L8 divided by cell M8 ____________

    e. the sum of cells A1, A2, and A3 ____________

    f. the difference between cells H63 and I63 ____________

    g. cell N23 multiplied by cell M23 ____________

    h. cell J81 divided by cell K81 ____________

2. What is wrong with these formulas?

    a. *A2+B2 ____________

    b. +1K-2K ____________

    c. +U82*U83+ ____________

FORMULAS THAT CONTAIN FUNCTIONS

Many formulas that are used on a spreadsheet contain functions. This makes the job easier. For example, if you wanted to add cells A1, A2, A3, and A4, instead of typing +A1+A2+A3+A4, you could use a function that reads @SUM (A1...A4). The part that is in parentheses contains the two pointer cells to set the limits for the addition.

What do the following mean?

1. @AVG (C56...C66) ____________

2. @MIN (A12...A25) ____________

3. @MAX (B34...B78) ____________

4. @COUNT (V56...V193) ____________

Name ______________________________ Date ____________________

WRITING FORMULAS THAT CONTAIN FUNCTIONS

Practice writing formulas that contain functions.

1. Add cells B78, B79, B80, B81 ______________________________
2. Find the largest value in cells C45, C46, C47, C48, C49, C50, C51

   ____

3. Find the smallest value in cells J89, J90, J91, J92, J93, J94, J95

   ____

4. Find out the number of cells in the row that contains the cells N67, N68, N69, N70, N71, N72, N73, N74, N75, N76

   ____

REVIEW

1. What is the difference between a label and a value?

   ____

   ____

   ____

2. What is a formula?

   ____

   ____

3. What are the four mathematical operators you learned and what are their jobs?

   ________ ____

   ________ ____

   ________ ____

   ________ ____

4. What is a function? ______________________________________

   ____

5. What is a pointer? ______________________________________

Topic 64: Learning About Range and Global Commands

Aim: What are range and global commands?

Performance Objectives: Students will be able to:

- define global command
- decide when global commands would be used
- define range command
- decide when range commands would be used

Materials:

- worksheets 64.1, 64.2
- software: DOS, As-Easy-As spreadsheet, MS DOS data disk
- a globe

Do Now:

What is a formula?

Vocabulary: range, global, currency format

Motivation:

(Hold up the globe.) What is this? What does it show you? (Elicit - whole world) Today you will learn about how a spreadsheet can be thought of globally.

Development:

1. Explain that there are two ways to use spreadsheet commands. You can think of the entire spreadsheet and write commands to cover the whole thing, or you can use commands to cover just part of the spreadsheet. These are global and range commands. Distribute Worksheet 64.1.
2. Read and discuss the terms global and range. Tell the class that in the next lesson they will complete a currency format. For now, they should just be aware of the definition.
3. Have the class load the program and retrieve the file ORDER.
4. First, tell them to look at the screen globally. Remind them that if a spreadsheet is large and does not fit on the screen, they can scroll to see the entire worksheet.
5. Read the introductory paragraph in GLOBAL COMMANDS ON A SPREADSHEET on Worksheet 64.2. Discuss the information.
6. Guide the students through the questions. Elicit the fact that most of the time global commands are not what is wanted.
7. Have the class read the introductory paragraph on range commands. Discuss the information and have the class complete the activity.

Application:

Have the students complete the REVIEW section.

Sit with a partner. Quiz one another on the spreadsheet vocabulary. Refer to the spreadsheet on the screen.

Summary:

1. What is a global command?
2. When would you use a global command?
3. What is a range command?
4. When would you use a range command?

Homework:

Imagine that you are the principal of the school. Write a composition explaining what you could use a spreadsheet for.

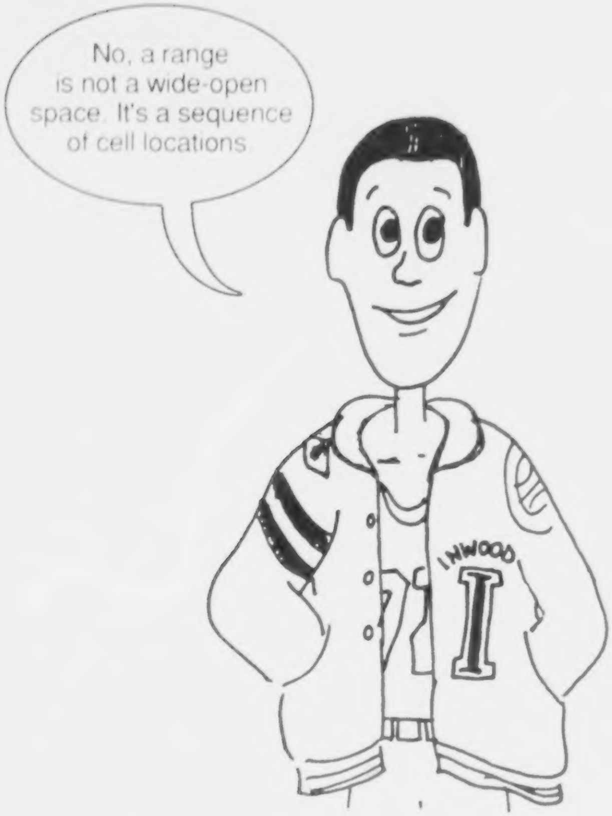
Enrichment:

Do a research report on complicated spreadsheets that are used in businesses throughout the world. Write a report that will explain why only a few programs are popular.

TOPIC 64

Name ______________________________ Date ____________________

LEARNING ABOUT RANGE AND GLOBAL COMMANDS


No, a range is not a wide-open space. It's a sequence of cell locations
INWOOD
I

What is a globe? ______________________________

You probably mentioned that it has to do with the entire world. If something were described as global, what would it indicate?

____

You can look at a spreadsheet in a global way also. Or, you can look at a part of it which is called a range. These are the definitions to know for this lesson:

GLOBAL - a command that involves the entire spreadsheet

RANGE - a command that involves a designated group of cells

CURRENCY FORMAT - the numbers in specified rows or columns will show dollar signs and decimal points for cents

Name ______________________________ Date ____________________

Both the range and global commands allow the user to work quickly and easily when working on a spreadsheet. Before you begin the activities to learn about these two terms, load your program and retrieve the file ORDER.

GLOBAL COMMANDS ON A SPREADSHEET

A spreadsheet also uses the term global to describe the entire spreadsheet. Sometimes you want to format or change the entire spreadsheet. You could use a global command for this. In the next lesson, you will learn some formatting commands. You will learn to change the width of a column and change the format to show the dollar and cent signs for currency. Both these commands can be done as global commands.

1. What is a global command? ______________________________

   ____

2. Look at the spreadsheet. Would it be helpful to do the following:

   a. Make all the columns wider? ______________________________

   b. Make all the columns narrower? ______________________________

   c. Format the entire spreadsheet for dollars and cents (called a currency format) ______________________________

3. Most of the time you will not want to do global commands. You will probably want part of the spreadsheet to stay in the original format.

RANGE COMMANDS ON A SPREADSHEET

Most of the time you will want to do a range command to just format several rows or columns. Look at the spreadsheet and decide which rows or columns could be changed by range commands. Write the row or column in the line:

1. Currency range format ______________________________

2. Columns widened ______________________________

3. Columns made more narrow ______________________________

REVIEW

1. What is a global command? ______________________________

2. What is a range command? ______________________________

Topic 65: Formatting a Spreadsheet

Aim: How do we format a spreadsheet?

Performance Objectives: Students will be able to:

- define format
- change the width of a column
- differentiate between fixed and currency format
- format for currency
- define a range
- differentiate between range and global formatting

Materials:

- worksheets 65.1-65.4
- software: DOS, As-Easy-As spreadsheet, students' data disks

Do Now:

Explain two ways to edit in two sentences.

Vocabulary: format, column width, currency format, fixed format, range command, global command, default

Motivation:

Imagine a college with 25,000 students. At the end of each year scholarship certificates are awarded to all those students with a 90 or above average. If the college entered all the students' names and final grades for each subject into a spreadsheet, each student's average could be figured. Then, the spreadsheet could arrange the averages in descending order. The job of averaging the grades and finding the deserving students is an easy one with the use of a spreadsheet.

Development:

1. Ask what it means to format a letter. (Elicit - change margins, spacing, etc.) Ask what it means to format a spreadsheet. Have the students read the first paragraph on Worksheet 65.1 and then discuss the definition and example.

2. Guide the students through CHANGING THE WIDTH OF A COLUMN on Worksheets 65.1 and 65.2. Tell the students to load the program and file BEST. Explain default setting (built in commands on a blank spreadsheet screen such as 9 spaces for width of a column). Discuss #3 (the difference between a value and a label size). Remind the class that if they see the series of asterisks (**********), they must widen the column.

3. Read the NOTE in #10 on Worksheet 65.2. Ask the class what the word "globe" means? (Elicit - whole earth) What, then, is a global command? (Elicit - a command for the entire or whole spreadsheet.)

4. Distribute Worksheet 65.3. Explain that the default setting (setting on a blank spreadsheet) is called a fixed format. This means that a set number of digits is displayed after the decimal point. Guide the class through FORMATTING FOR CURRENCY. Explain that when money figures are shown, it looks more professional to show the dollar signs and decimal points.

5. Ask the class what a range is. (Elicit - a group of cells in a specific area of the spreadsheet.) Ask them to differentiate between a range command and a global command. Discuss circumstances when each would be used.

6. Make sure that the class understands the answer to #9--the cells included in the range. Assist the students in formatting columns D and H.

7. Tell the class that they probably noticed other possible formats in the menu at the top of the screen. Explain that at this time they will not be using the other formats.

Application:

Complete the REVIEW section on Worksheets 65.3 and 65.4. Discuss the answers. Remind the class to save the files.

Summary:

1. What does format mean?
2. How do you change the width of a column?
3. What is a fixed format? A currency format?
4. How do you format for currency?
5. What is a range?
6. What is the difference between range and global formatting?

Homework:

Write a paragraph explaining the work you completed. Use these words: format, column width, fixed format, currency format, range format, and global format.

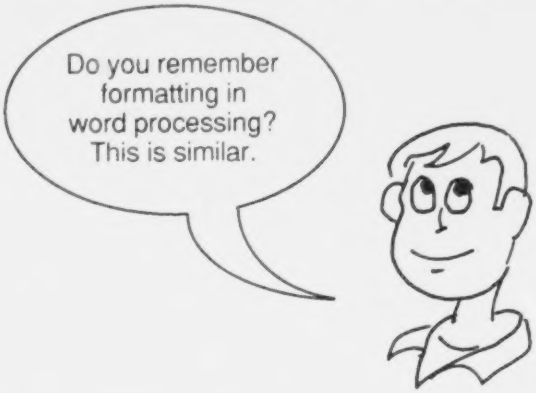
Enrichment:

LOTUS 1-2-3 is a very popular business spreadsheet program. Try to do some research to find out how businesses use it. If possible, interview someone who uses it in an office setting. Write a report.

TOPIC 65

Name ______________________________ Date ____________________

FORMATTING A SPREADSHEET


Do you remember formatting in word processing? This is similar.

In this lesson you will learn to format. When you format, you change the plan or layout of the spreadsheet. You will practice changing the width of a column, and you will also format the program to show currency (the $ sign). For example if you have the figure 4567.00, when the currency format is set you will see $4,567.00.

CHANGING THE WIDTH OF A COLUMN

Before you begin, load the program and then retrieve the file BEST from your personal data disk. In this assignment you will learn to change the width of a single column from the default setting (built in) to a wider one. Follow these directions:

1. Look at the columns. Can you guess how many spaces each column has?

   ____

2. The answer is 9. It is simple to type labels because if they move into the next column, it is not a problem.

3. Which label uses two columns? ____________________
   Values are very different from labels. If you are typing numbers (values) and want to be able to calculate (do math) then the figures must stay within the column. If you do calculations in a cell and the column is not wide enough to show the answer, then you will see the following instead of the calculation: ************

   When you see this string of asterisks, the program is reminding you to make that column wider.

Name ______________________________ Date ____________________

4. Look at the columns with the titles "Average Price" and "Total." Which one will have a value that will probably be more than 9 characters? Why?

____

____

5. Place your cursor in H6 since this is the column that will be more than 9 characters because of the total of the column.

6. Press the / key to get the menu. Type W for Worksheet.

7. Press the letter C to select Column Width.

8. Type S for Set. Look at the top of the worksheet. What number do you see after the question mark? ____________________

9. Since you need 12 spaces, press the right arrow until you see the 9 change to a 12. Press ENTER. You now have 12 spaces in the Total column.

10. NOTE: If you wanted to widen all the columns of the spreadsheet you would select Global instead of Column Width. To review, define the following:

A global command is ____

FORMATTING FOR CURRENCY

With this As-Easy-As formatting command, your spreadsheet will show the dollar figures with money symbols. Follow these directions to format for currency:

1. What are the headings of the two columns that will have currency formats?

____

2. Place cursor in cell D6 since this is the first cell where the currency format should appear.

3. Press the / key. Type R for Range.

4. Press F for Format. You will see a line listing various formats. Your program is already set for the fixed format with two decimal places. You will change it to a currency.

5. Type C for Currency. You will see a number 2 and a blinking cursor after the 2 at the top of the screen. Since you do want 2 decimal places, press ENTER.

6. Look at the message on top of the screen. The word range refers to a specific area on the spreadsheet. What do you see after "Range to FORMAT is?" ____________________
NOTE: If you wanted to format the entire spreadsheet you would choose Global instead of Range.

Name ______________________ Date ______________

7. Since you want to format the whole column, press the . (period). You will see "D6..D6."

8. Move the down arrow to cell D13. What do you see instead of "D6..D6"?

9. The message "D6..D13" tells you that the range of cells from D6 to D13 will be formatted for currency. What are all the cells that are included in this range?

10. Your assignment is to follow the directions you just used to format column D and format column H (TOTAL). Your teacher will assist you if you have problems.

REVIEW

1. What does format mean?

2. What two formatting commands did you learn in this lesson?

3. How are values and labels different when it comes to fitting them into columns?

4. What does *********** tell you?

5. If you wanted to change the column width of every column on the worksheet, what would you choose instead of Column Width?

6. What does a global command do ?

7. What is a range?

Name ______________________ Date ______________

8. Name all the cells included in this range: E4..E14

9. If you wanted to format the entire spreadsheet for currency, instead of Range, what would you choose?

10. How many characters fit into a normal column? ______________

11. What is the difference between a fixed format and a currency format?

12. How does formatting with global and range commands save you time and effort?

SAVING THE FILE

It is very important to save your file with the new changes. If you do not, you will have problems entering the values in the next assignment. Go through the saving procedure.

WHAT DO YOU KNOW ABOUT THE SPREADSHEET?

Think about what you have learned about spreadsheets in this unit. Make a list below:

Topic 66: Entering Values

Aim: How do we enter values?

Performance Objectives: Students will be able to:

- enter values
- explain the rules for entering values
- identify possible calculations

Materials:

- worksheets 66.1, 66.2
- software: DOS, As-Easy-As spreadsheet, students' data disk

Do Now:

Write a sentence explaining the difference between a global command and a range command.

Vocabulary: calculation

Motivation:

Many people use the spreadsheet for "What if..?" questions. A person might wonder what if all the prices were raised by 1%, or what if sales increased by 10% instead of 8%? A family might wonder what if the father got part time job?, or what if they bought a new car? With a spreadsheet the user can see the answers to the "What if..?" questions in a matter of seconds. The ability to predict the future is one of the best features of a spreadsheet.

Development:

1. Tell the class that since all the labels are entered and the spreadsheet is formatted, they will finally enter the values. Instruct them to load the program and then the file BEST.

2. Distribute Worksheets 66.1 and 66.2. Review the meaning of value. Emphasize that values are meant to be calculated. Explain that on a spreadsheet, calculations not only involve the mathematics of addition, subtraction, averaging, etc., but they involve calculations such as finding the largest number or the smallest number.

3. Read and discuss #2. Explain these rules for entering values:

   - the screen says READY in top right
   - do not enter commas, dollar signs, or decimals
   - type 0 (zero), not O (the letter that follows N)

4. Instruct the class to enter the values listed in #3. Have them proofread with a partner to make sure the spreadsheet on the screen looks like the one on the worksheet.

5. Remind the class to save with the same filename.

Application:

Discuss possible calculations that should be completed to finish the spreadsheet. Have the class complete the REVIEW section. Discuss the answers.

Summary:

1. How do you enter values?
2. What are the rules for entering values?
3. What are possible calculations for the spreadsheet?

Homework:

Ask your family what type of mathematical calculations they have to do to run a household. For example, they might say: keep a check book, balance a monthly checking account statement, do the taxes, and plan for holiday or other large expenses. Write a paragraph describing how a spreadsheet could make some of these tasks easier. Also, explain how they might help in the following years.

Enrichment:

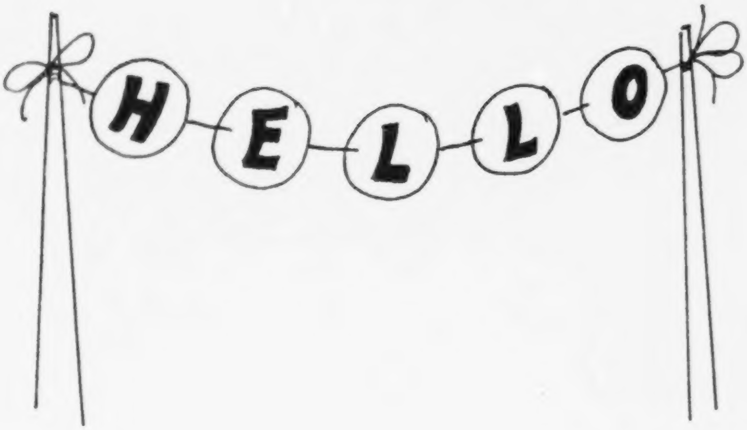
Take a trip to a local computer store. Investigate different spreadsheets available. In a report, name the spreadsheets, the prices and advantages and disadvantages of each. Also, explain which one you would purchase if you have $300 to spend. Explain why.

TOPIC 66

Name ______________________________ Date ____________________

ENTERING VALUES

Quick!
Is this a label or value?
You're getting so smart!



In this assignment you will be entering in values on the worksheet BEST. Load the program, place your disk in drive B, and retrieve that file.

1. Before you begin, review the meaning of value by writing the definition.

   A value is ____

2. When you enter values, make sure the top right of the screen says READY. Do not use commas, dollar signs, or spaces in typing values. You have already formatted the worksheet so that the dollar signs, commas and decimal points will automatically appear.

3. Enter these values:

Cell	Value	Cell	Value
D6	21.00	F6	102
D7	25.00	F7	127
D8	19.00	F8	223
D9	15.00	F9	389
D10	35.00	F10	199
D11	2.00	F11	225
D12	8.00	F12	101
D13	34.00	F13	337

Name ______________________________ Date ____________________

4. Proofread the figures you just entered so that your spreadsheet looks like the one you see next. If it does not, do the necessary editing.

```
F1=Help  F2=Edit              F5=Goto                     F9=Calc  F10=Graph
  /.......A/.......B/.......C/.......D/.......E/.......F/.......G/.......H/..
 1                 BEST CLOTHING STORE -- SALES FOR MAY 1989
 2
 3                          AVERAGE          UNITS
 4                           PRICE            SOLD                  TOTAL
 5/==========================================================================
 6SHIRTS                    $21.00            102
 7PANTS                     $25.00            127
 8SHORTS                    $19.00            223
 9T-SHIRTS                  $15.00            389
10JACKETS                   $35.00            199
11SOCKS                      $2.00            225
12BELTS                      $8.00            101
13SWIM SUITS                $34.00            337
```

5. Save the spreadsheet with the same filename--BEST.

6. Now that you have entered the labels and values, what are some of the calculations that could be done to make this spreadsheet complete?

____

____

7. What is the reason you do not type the following symbols when you type values: " ^ " /

____

____

8. What would happen if you tried to calculate a value that you entered as "156?

____

____

9. What are the two methods of editing a cell?

____

____

____

Topic 67: Entering a Formula

Aim: How do we enter a formula?

Performance Objectives: Students will be able to:

- define a formula
- identify the mathematical symbols for formulas
- identify the value mode
- enter a formula

Materials:

- worksheets 67.1, 67.2
- software: DOS, As-Easy-As spreadsheet, students' data disk

Do Now:

Write two rules for entering values.

Vocabulary: mathematical symbols, value mode

Motivation:

Many spreadsheets can be programmed to work with word processors. For example, a company could enter the monthly sales figures for the sales people. They could then have the spreadsheet add the totals and then figure the commissions. After that, they could type a letter on the word processor. They could then print letters to the sales people with the spreadsheet automatically inserting the amount of earnings and commission for the year for each person. Does it sound complicated? It's not. This entire process could be accomplished quickly and, most importantly, accurately.

Development:

1. Read and discuss WHAT IS A FORMULA? on Worksheet 67.1. Review the definition of a formula. Discuss the example.

2. Make sure the students know the symbols for #3.

   addition = +
   subtraction = -
   multiplication = *
   division = /

3. Tell the class to load the program and BEST file.

4. Guide the class through ENTERING A FORMULA on Worksheets 67.1 and 67.2. It is important to make sure that the cursor is positioned in cell H6. Check each student or have partners check each other's. Explain value mode in #9. Tell the class that if they do not type the + (plus sign), they cannot enter a formula.

5. When the students do #11, check each one before they press <ENTER>.

Application:

1. Have students complete the REVIEW section.

2. Tell the students to write the steps they used to enter the formula.

Summary:

1. What is a formula?
2. What are the four mathematical symbols used to write formulas?
3. What is the value mode?
4. How do you enter a formula?

Homework:

Begin planning a budget spreadsheet. You will enter this spreadsheet in the final lesson of this unit. You are creating the spreadsheet for a single person who has just moved into her/his own apartment. This individual is taking home $350 a week after taxes. Check the local newspapers for prices of apartments in the area. Interview people who live alone to find out average telephone, electricity, and gas expenses. Decide whether this person can afford a car. Don't forget about food and clothing. Make sure he/she saves some of the money each month. Begin making a list of the names of expenses and costs. Make sure to save this information for the future lesson.

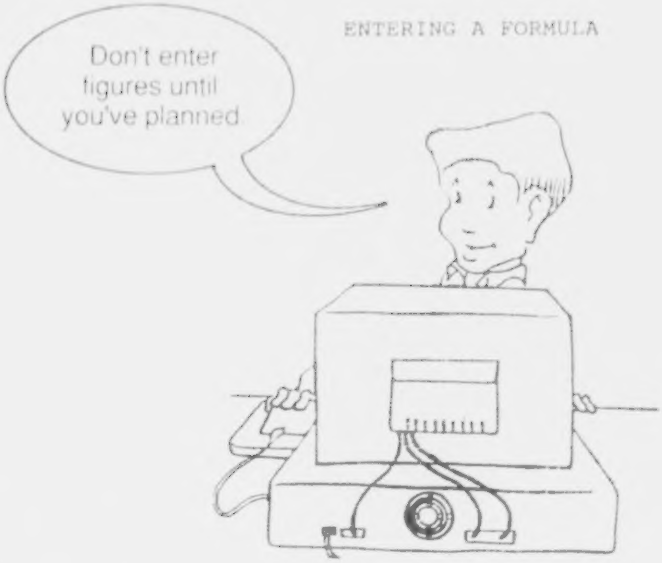
Enrichment:

Many people have good intentions when they decide to live on a budget, but it is very difficult. Write a composition on the topic "The Problems of Staying on a Budget."

TOPIC 67

Name ______________________________ Date ____________________

ENTERING A FORMULA


Don't enter figures until you've planned.

When you first viewed a spreadsheet, formulas were pointed out to you. They are probably quite meaningless to you since you have not set them up. After this lesson you will be able to write a formula.

WHAT IS A FORMULA?

1. In review, a formula is a series of values (numbers) and references to cell locations that are separated by mathematical symbols. This is an example:

+D9/E9

2. What does it mean?

____

3. Write the mathematical operations used to do the following:

addition = ______________

subtraction = ______________

multiplication = ______________

division = ______________

ENTERING A FORMULA

1. Load program and retrieve the file BEST which is saved on your personal data disk.

Name ______________________ Date ______________

2. In which column does the calculating have to take place?

____

3. Place the cursor in H6. In order to get the total for each row, what do you have to do with the values in the Average Price column and the Units Sold column?

____

4. What is the symbol for multiplication on a spreadsheet?

____

5. What is the first value in D6? ______________

6. What is the first value in F6? ______________

7. In which cell do you want the total of row 6 to appear? ______________

8. Move the cursor to this cell--H6.

9. You must type the plus sign (+) before you begin writing the formula. This puts the spreadsheet in the value mode.

10. How would you write the formula to multiply cell D6 by F6?

____

11. Hopefully you wrote +D6*F6. Type the formula and press ENTER.

12. What figure do you see in cell H6? ______________

13. Is it formatted for currency? ______________

REVIEW

1. What is a formula? ______________________________

____

2. What is the value mode? ______________________________

____

3. What is a pointer? ______________________________

4. What do you type before you type the first pointer? ______________

Topic 68: Using the Copy Command

Aim: How do we use the copy command?

Performance Objectives: Students will be able to:

- define copy
- explain the three types of copy commands
- differentiate between exact and relative values
- demonstrate ability to copy values
- demonstrate ability to copy ranges
- demonstrate ability to copy formulas

Materials:

- worksheets 68.1-68.3
- software: DOS, As-Easy-As spreadsheet, students' data disks

Do Now:

What is the difference between range and global commands?

Vocabulary: copy command, exact copy, relative copy

Motivation:

At the beginning of this unit, you were told that spreadsheets make doing math easy and fast. In today's lesson, you will see proof as you learn how to copy cells.

Development:

1. Tell the class that in this lesson they will learn to copy cells in three ways. Distribute Worksheet 68.1.
2. Read and discuss the three types of copy commands. Review the terms cell, range and formula as you discuss this concept.
3. Tell the class that values can be exact or relative. Distribute Worksheet 68.2 and read the information on the two types of values.
4. Have the class load the As-Easy-As program. Tell them to follow the directions in COPYING VALUES.
5. Elicit other examples of values to copy. Write them on the board and have the class try them. Make sure that everyone understands how to copy values before you continue.
6. Tell the class that the next assignment will be to copy a range. Have them follow the directions on Worksheets 68.2 and 68.3.
7. Elicit other examples of ranges to practice copying. Write them on the board and have the entire class practice them.
8. Tell the class that the last type of copying is to copy a formula. Guide them through the directions on Worksheet 68.3.
9. Have the class think of other examples to try.

10. Tell the class to do the **REVIEW** section.

Application:

Divide the class into groups. Have them make up three different activities--copying values, copying ranges, and copying formulas. Duplicate and have the class practice on the examples.

Summary:

1. What does it mean to copy?
2. What are the three types of copy commands?
3. What is the difference between exact and relative values?
4. How do you copy values?
5. How do you copy ranges?
6. How do you copy formulas?

Homework:

Write a composition explaining how business persons could make use of copy commands in their business spreadsheets.

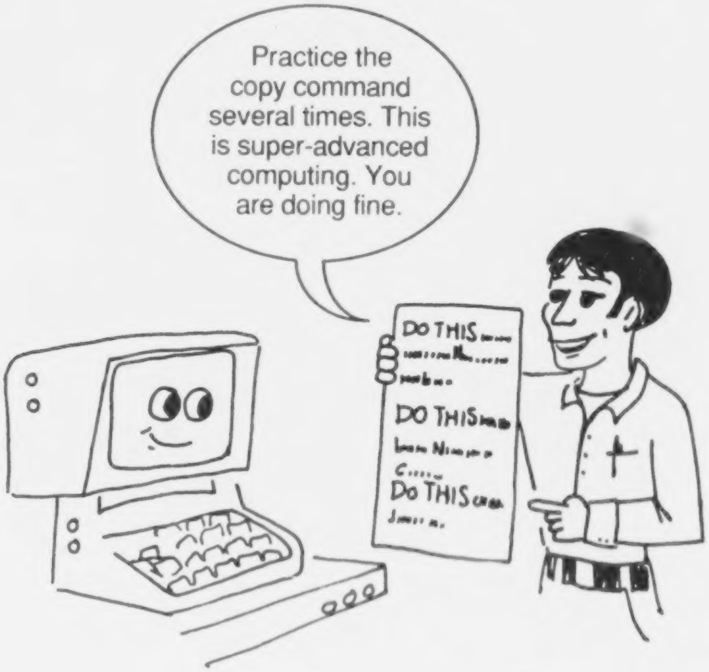
Enrichment:

Make up a 10-question **TRUE-FALSE** quiz on spreadsheet vocabulary. Your teacher will duplicate the quiz that will be given to the class.

TOPIC 68

Name ______________________ Date ______________

USING THE COPY COMMAND


Practice the copy command several times. This is super-advanced computing. You are doing fine.
DO THIS
DO THIS
DO THIS

Do you remember what you did in the last lesson? ______________

In case you forgot, you entered a formula for the first row of values. In order to complete the same procedure for each row, you could enter the formula row by row. Or, you could copy the formula. The copy command can be used to copy values, formulas or text that exist in a cell or group of cells.

WHAT CAN YOU DO WITH THE COPY COMMANDS?

The copy command makes using this program an easy task. With it you can do the following:

1. Copy a cell - take a cell and copy its contents into another location.
2. Copy a range - block (highlight) a range and copy it to another location.
3. Copy a formula - perform the same calculations in one cell or to a range of cells.

Name ______________________________ Date ____________________

EXACT AND RELATIVE VALUES

When you copy cells, you can command the spreadsheet program to create one of two types of values. These are the definitions for exact and relative values:

EXACT VALUE - indicates that the replication of a cell, range or formula will be done without a change.

RELATIVE VALUE - indicates that automatic change in cell references in the formula will adapt to the new location.

1. If you used the exact value command and the cell read TOTAL, you would replicate the word exactly as it was typed in the cell that you are copying to.
2. If you used the relative value command and the cell consisted of a formula to add cells B3 and B5, the formula would adjust in the rest of the rows to fit the cell references (i.e. C3 and C5, D3 and D5, etc.).

COPYING VALUES

Copying values duplicates the value in a cell into another specified cell. You will practice this command.

1. Load your program and place your data disk in the B drive.
2. Type the following in cell B6: 25
3. Make sure the cursor is in cell B6.
4. Press / (slash).
5. Press C.
6. Type B6 <ENTER>.
7. Type C6 <ENTER>.
8. What happened? ______________________________
9. Try two other copy commands that are similar.

COPYING A RANGE OF VALUES

Before you practice copying a range of values, type the following:

IN CELL	TYPE
A1	45
A2	55
A3	65
A4	75

Name ______________________________ Date ____________________

To copy values do the following:

1. Position the cursor in cell A1.
2. Press the / (slash).
3. Type C
4. Move the cursor to A4 <ENTER>.
5. Type A2 <ENTER>.

6. What happened? ____
7. Now copy the values to A3.
8. Try two other copy commands that are similar.

COPYING A FORMULA

1. Before you can practice this command, type the following on a blank spreadsheet screen:

IN CELL	TYPE	IN CELL	TYPE
A1	100	B1	1000
A2	200	B2	2000
A3	300	B3	3000
A4	400	B4	4000

2. Do the following:

   a. Place the cursor in A6.
   b. Type the following: @SUM (
   c. Move the cursor to A1.
   d. Type a . (period) to lock in the range.
   e. Move the cursor to A4 which is the last cell to be calculated.
   f. Type the following:) <ENTER>.

   g. What happened? ____.

3. You will copy the formula by doing the following:

   a. Place the cursor in A6.
   b. Type / C (slash and C).
   c. Press <ENTER>.
   d. Move cursor to B6.
   e. Type a . (period).
   f. Press <ENTER>.

   g. What happened? ____

REVIEW

Review this lesson by entering and copying your own examples of all three types.

Topic 69: Using the Move Command

Aim: How do we use the move command?

Performance Objectives: Students will be able to:

- define move command
- demonstrate ability to move values
- demonstrate ability to move ranges

Materials:

- Worksheet 69.1
- software: DOS, As-Easy-As spreadsheet, students' data disks

Do Now:

What is the copy command?

Vocabulary: move command

Motivation:

What happened when you used the move block command in word processing? The move command is very similar when using the spreadsheet program.

Development:

1. Ask the class what they think the move command does.
2. Distribute Worksheet 69.1. Read the purpose of the command. Discuss it.
3. Guide the class through MOVING VALUES. Discuss what happened.
4. Elicit other examples of values to be moved. Write them on the board. Have the class try them.
5. Assist the class in completing MOVING A RANGE OF VALUES. Discuss what happened.
6. Elicit several other examples of ranges to be moved. Have the class try them.
7. Have the class complete WHAT DO YOU THINK? Discuss.

Application:

Have the students sit with a partner or in small groups. Have them challenge each other with the move commands.

Summary:

1. What is the move command?
2. How do you move values?
3. How do you move ranges?

Homework:

In several sentences explain how the following might use a spreadsheet:

1. a hospital
2. a lawyer
3. an accountant

Enrichment:

Investigate how the government uses figures. Write a composition explaining how a spreadsheet program would be helpful.

TOPIC 69

Name ______________________________ Date ____________________

USING THE MOVE COMMAND

Moving values is a very simple operation that relocates the value that is in one cell into another cell that is specified.

MOVING VALUES

Before you can practice moving values, load the spreadsheet program, place your data disk in Drive B, name a file MOVE, and type the following:

IN CELL	TYPE
B2	75

1. Position the cursor in B2.
2. Press / M.
3. Type B2 <ENTER>.
4. Type C2 <ENTER>.

5. What happened? ____

MOVING A RANGE OF VALUES

Moving a range of values is also an easy process. Do the following:

1. Type these values:

IN CELL	TYPE
D3	50
D4	60
D5	70

2. Place the cursor in D3.
3. Press / M.
4. Move cursor to D5 <ENTER>.
5. Type E3 <ENTER>.

6. What happened? ____
7. Make up another set of values and try the command again.

WHAT DO YOU THINK?

What is the difference between moving and copying cells?

____

____

Topic 70: Copying a Formula

Aim: How do we copy a formula?

Performance Objectives: Students will be able to:

- define the copy command
- identify and explain the three copying commands
- copy a formula
- identify the steps for copying

Materials:

- worksheets 70.1-70.3
- software: DOS, As-Easy-As spreadsheet, students' data disk

Do Now:

What are the four mathematical symbols for writing formulas?

Vocabulary: copy, range

Motivation:

Imagine that you have just started a new job at a large bank. Since the bank has just purchased a spreadsheet program, they need someone to figure out how it could be used. Your job is to tell them. How would you use it for savings account customers? How would you use it for checking account customers? How would you use it for customers who had loans? What are some other ways to use a spreadsheet in a bank?

Development:

1. Review the meaning of copying. Tell the students to think of copying as either reproducing a cell or range of cells or reproducing a formula.

2. Review the meaning of a range.

3. As the class follows the directions on Worksheets 70.1 and 70.2, make sure that each student understands and is carefully watching the top of the spreadsheet to make sure that his/hers is the same as the information on the worksheet.

4. Have the students read COPYING CELLS. Tell them to make sure they refer to this list whenever they copy cells. The steps are always the same.

Application:

Have the class complete the REVIEW section on Worksheets 70.2 and 70.3. Discuss the answers.

Summary:

1. What is the copy command?
2. What does it mean to copy a cell?
3. What does it mean to copy a range of cells?
4. What does it mean to copy a formula?
5. How do you copy a formula?

Homework:

You will continue your budget plan. Use a worksheet grid. Thus far, you should have listed the names of the expenses and the amounts. You should also write a label for income. Plan the formulas and/or functions you will have to enter for this spreadsheet.

Enrichment:

1. Airlines use spreadsheets in many different ways. Write a composition explaining how they could use them for plane scheduling, seat assignments, passenger lists, maintenance scheduling, etc.
2. Department stores use spreadsheets in many different ways. Write a composition explaining how they could use them for inventory, workers' schedules, income, expenses, etc.

TOPIC 70

Name ______________________________ Date ____________________

COPYING A FORMULA

The copy command is a time saver, but you must practice it!

It would take a long time to write a formula for each row on the BEST spreadsheet. With this program, you can copy a formula and tell the program to use it in one or more cells. Follow these directions:

1. Place the cursor in H6. This is the first cell to be copied. Press the /.

2. Press C. What do you see after the word "FROM:" on the top left portion of the screen?

   ____

3. Since you want to copy just this cell, press <ENTER>.

4. Look at the top of the screen. You see a new message "Copy Cell(s) TO: H6".

5. Type a . (period) to lock in this range of cells. What do you see after "Copy Cell(s) TO:" now?

   ____

6. Use the down arrow to highlight the column until the cells H6 through H13 are all highlighted. Make sure the top reads "H6..H13".

7. Watch the screen. Press <ENTER>.
   What happened? ____

   ____

Name ______________________________ Date ____________________

8. Approximately how many seconds did it take for the spreadsheet to calculate all the rows? ____________________

9. Save the file with the same filename BEST.

COPYING CELLS

To review, these are the steps for copying cells.

Step 1 - Place the cursor in the first cell to be copied.

Step 2 - Type / (the slash).

Step 3 - Type C (for Copy).

Step 4 - Highlight the cell or range of cells to be copied FROM. If you are just copying one cell, you only highlight that cell.

Step 5 - Press <ENTER>.

Step 6 - Move the cursor to the first cell to be copied TO.

Step 7 - Type . (a period). This will lock in the range.

Step 8 - Highlight the cell or the entire range of cells to be copied TO.

Step 9 - Press <ENTER>.

REVIEW

1. What does copying a cell mean?

____

2. What is a range?

____

____

Name ______________________ Date ______________

3. What three types of copying can be done?

4. Write the steps for copying a cell.

Step 1 ______________________

Step 2 ______________________

Step 3 ______________________

Step 4 ______________________

Step 5 ______________________

Step 6 ______________________

Step 7 ______________________

Step 8 ______________________

Step 9 ______________________

5. What are the advantages of being able to copy cells?

6. Describe a spreadsheet that could be helpful to your family. Explain how the copy command could be used.

Topic 71: Writing a SUM Function

Aim: How do you write a SUM function?

Performance Objectives: Students will be able to:

- define function
- identify five common functions
- define pointing
- write a SUM function

Materials:

- worksheets 71.1-71.3
- software: DOS, As-Easy-As spreadsheet, students' data disk

Do Now:

List the three copy commands.

Vocabulary: function, pointing

Motivation:

Spreadsheets can be used to figure many different types of figures. If you like to exercise, you could use a spreadsheet to help you see your progress. You could list row labels such as sit-ups, push ups, curls, laps, miles, etc. You could list the days of the week for the heading labels. What are some other row labels? (Write the row and heading labels on the board.) Let's fill in values to see how much a hard-working athlete works out. (Elicit numbers for the values.) When the values are filled in, ask the class what else they need to do to complete the spreadsheet.

Development:

1. In today's lesson, you will complete the BEST spreadsheet by writing a function. Before you begin learning how, load the program and file BEST.

2. Guide the class through Worksheet 71.1. Make sure to thoroughly explain #3. Ask what MIN and MAX are short terms for. (Elicit - minimum and maximum) Assist them in locating the @ (at sign) on the keyboard.

3. Have the students list all the cells that must be calculated to find the total in #5. Tell them that the function command will be able to find the sum very quickly. Explain that even if there were 500 numbers to be added, the spreadsheet would complete the task in the same length of time.

4. Distribute Worksheet 71.2. Make sure that the students all position the cursor in H15. Ask them why this is the location for the total.

5. Tell them to follow the worksheet and type @SUM (at sign and the word SUM).

6. Next they will type the ((open parenthesis). After you type the parenthesis, you must point to the first cell to be added. This means you position the cursor in the first cell and then press the . (period)

to indicate that this is the first cell. Check to make sure the entire class is doing this procedure correctly.

7. Follow the directions in #13 and move the cursor down. They will see highlighting. Move the cursor down to the last cell H13 and finish the command by typing the) (close parenthesis).

8. Tell them to watch the screen as they press <ENTER>.

9. If the students' spreadsheets are not identical to the one on the worksheet, assist them until everyone can do the function command perfectly.

Summary:

1. What is a function?
2. What are the five common functions?
3. What is pointing?
4. How would you write a SUM function?

Application:

Have students complete WHAT DO THESE FUNCTIONS DO, WRITING FUNCTIONS, and the REVIEW on Worksheet 71.3. Discuss answers.

Homework:

This will be a week long assignment. Keep track of all the money you spend. Use things like food, transportation, school supplies, etc. for the row labels. Use the days of the week for the column labels. At the end of the week, enter the data into your computer. Enter all necessary formulas and functions.

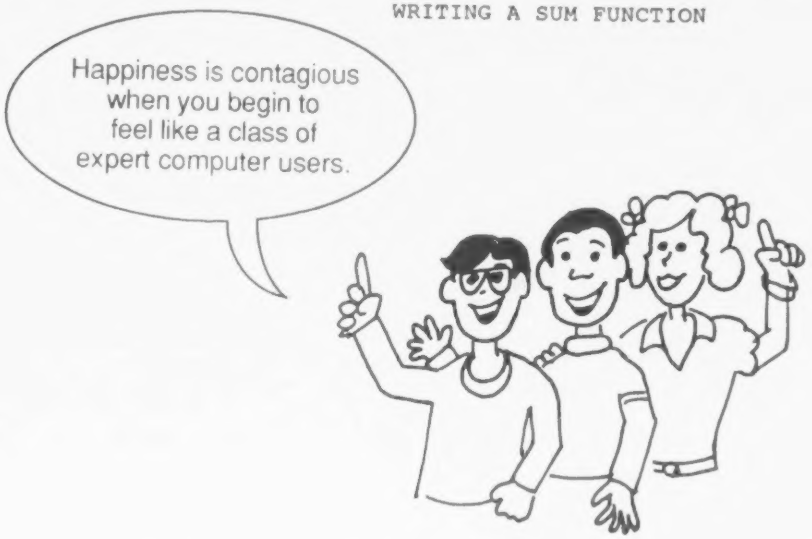
Enrichment:

Write a list of how the functions of @SUM, @MAX, @MIN, @COUNT, and @AVG could each be used by your school.

TOPIC 71

Name ______________________________ Date ____________________

WRITING A SUM FUNCTION


Happiness is contagious when you begin to feel like a class of expert computer users.

The last step in completing the spreadsheet BEST is to write a formula which will include a function. A function uses special built-in math operators to make formula writing easy. Follow these directions:

1. Load your program and retrieve the file BEST.
2. What is the only calculation left to make on your spreadsheet?

   ____
3. Functions are built into the program and are always preceded by the @ (at sign). Find it on your keyboard. After the @ and the function word, the first and last cells in the range to be included are pointed out. If you follow the steps carefully, writing functions is an easy skill to learn. This list includes several common functions. There are a number of others.

   @SUM - adds the values in a range
   @MAX - locates the largest value in a range
   @MIN - locates the smallest value in a range
   @COUNT - counts the number of values in a range
   @AVG - figures the average of the values in a range
4. What function must you use to complete your BEST spreadsheet?

   ____
5. What are the cells that must be added? ______________________

   ____
6. In which cell do you want the total of column H to appear? __________

Name ______________________________ Date ____________________

7. Place your cursor in this location--H15.

8. You must type the @ (at sign) to tell the program you are typing a function. Type @.

9. Type SUM since you want to add the values in the column.

10. Type the ((the open parenthesis).

11. You must now point to the cells you want to add. Pointing means typing the first and last cell that are included in the range to be figured. To point, move the cursor to the first cell to be calculated--H6.

12. Press the . (period).

13. Move the cursor down so that the cells H6 through H13 are highlighted. What does the top left of the screen read?

    ____

14. What is missing from this formula? ______________________________

15. Hopefully, you answered the) (close parenthesis). Type it.

16. Keep your eyes on the screen as you press <ENTER>.

17. Check your spreadsheet with the one you see here to make sure it is identical:

THE COMPLETED SPREADSHEET

```
F1=Help  F2=Edit             F5=Goto              F9=Calc  F10=Graph
  /.......A/.......B/.......C/......D/.......E/.......F/.......G/..........H/
 1                  BEST CLOTHING STORE -- SALES FOR MAY 1989
 2
 3                       AVERAGE                 UNITS
 4                        PRICE                  SOLD               TOTAL
 5/==========================================================================
 6SHIRTS                 $21.00                   102          $2,142.00
 7PANTS                  $25.00                   127          $3,175.00
 8SHORTS                 $19.00                   223          $4,237.00
 9T-SHIRTS               $15.00                   389          $5,835.00
10JACKETS                $35.00                   199          $6,965.00
11SOCKS                   $2.00                   225            $450.00
12BELTS                   $8.00                   101            $808.00
13SWIM SUITS             $34.00                   337         $11,458.00
14
15TOTAL                                                        $35,070.00
```

Name ______________________ Date ______________

WHAT DO THESE FUNCTIONS DO?

1. @SUM ______________________
2. @AVG ______________________
3. @MIN ______________________
4. @MAX ______________________
5. @COUNT ______________________

WRITING FUNCTIONS

Practice writing functions to find the following:

1. Largest number in the range J2 through J13 ______________
2. Average of cells D3 through D17 ______________
3. Smallest value in the range A3 through A9 ______________
4. Number of values in the range B3 through B87 ______________
5. The sum of G7 through G22 ______________

REVIEW

1. What is a function? ______________________
2. What does pointing mean? ______________________
3. What symbol do you type before a function? ______________
4. What function do you use to find the largest value? ______________
5. What function do you use to see how many values are in a range of numbers? ______________
6. What functions would you use to complete a spreadsheet report card? ______________________
7. What function would you use to find the person in your class with the highest grade point average? ______________________
8. What function or functions would you use on a budget spreadsheet? ______________________

Topic 72: Inserting and Deleting Rows and Columns

Aim: How do we insert and delete rows and columns?

Performance Objectives: Students will be able to:

- insert one or more rows
- insert one or more columns
- delete one or more rows
- delete one or more columns

Materials:

- worksheets 72.1-72.4
- software: DOS, As-Easy-As spreadsheet, students' data disks

Do Now:

Make a list of five functions and explain the purpose of each one.

Vocabulary: row, column

Motivation:

What is the difference between a data base and a spreadsheet? When is it better to use a data base? When is it better to use a spreadsheet? Why do companies, stores, offices, schools, and hospitals need both? What are some uses for each at these places?

Development:

1. Introduce the lesson by explaining that it is possible to change a spreadsheet even after you have completed everything. You can always make more room or simply erase or delete a small or large portion. The figures will recalculate and add or eliminate data in a matter of seconds. Review the meaning of row and column.

2. Tell the class to load the program and the file BEST.

3. Distribute Worksheet 72.1. Guide the class through the section on INSERTING A COLUMN. Explain how the procedure of pointing is used if you want to insert more than one column--#5.

4. Have the students follow the directions in DELETING A COLUMN on Worksheet 72.2.

5. Guide the students through INSERTING ROWS. Emphasize that a spreadsheet should be attractive and easy to read. This can often be accomplished by inserting rows. Have the students practice this command.

6. Distribute Worksheet 72.3. The class will follow the directions in DELETING ROWS to practice this procedure.

Application:

Do the PRACTICE and REVIEW sections on Worksheets 72.3 and 72.4.

Summary:

1. How do you insert a row? More than one?
2. How do you insert a column? More than one?
3. How do you delete a row? More than one?
4. How do you delete a column? More than one?

Homework:

Decide on a business your family could have in your home. Write a paragraph describing it. Make a list of expenses. Show how you would set up a sample spreadsheet to keep track of your income and expenses.

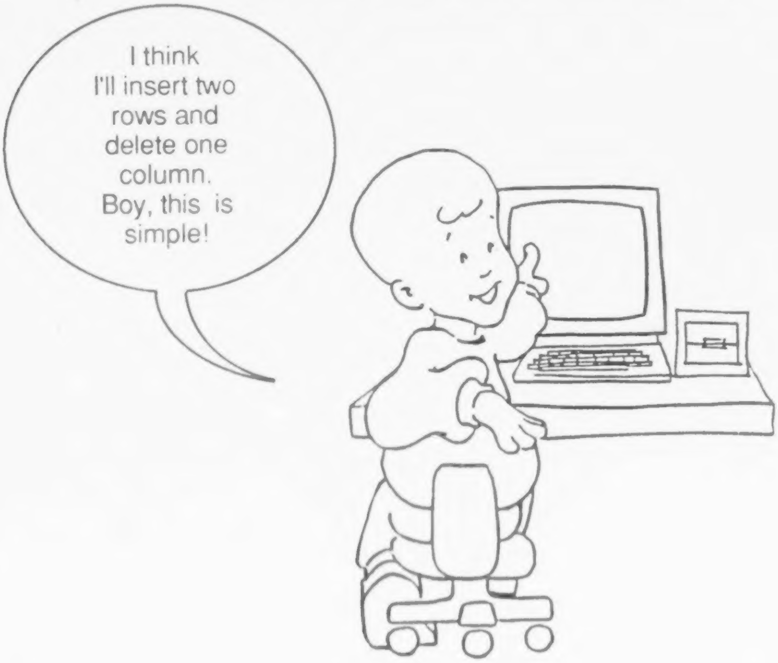
Enrichment:

Spreadsheets were originally written to help accountants. Research the job of an accountant. Explain how an accountant could use a spreadsheet for several different jobs.

TOPIC 72

Name ______________________________ Date ____________________

INSERTING AND DELETING ROWS AND COLUMNS


I think I'll insert two rows and delete one column. Boy, this is simple!

When creating a spreadsheet, you may realize when you are half way through that you must insert or delete a row or column. Before you begin learning these four simple commands, load the program As-Easy-As. Retrieve the file BEST from your student data disk.

INSERTING A COLUMN

1. When inserting a column, you must position your cursor directly on the top cell where you want the new column to appear. The column that is in that location will move over one to the right. Place your cursor in column D.

   On which cell will you place your cursor? ______________________

2. Place your cursor on the label AVERAGE which is D3. Type the /.

3. Type W for Worksheet. Type I for Insert.

4. Since you want to insert a column, not a row, type C. Press <ENTER>. What happened? ____

   ____

5. NOTE: If you wanted to insert more than one column you would type a . (period) and then use the right arrow to move the desired number of columns to the right. Finally you would press <ENTER>.

Name ______________________ Date ______________

DELETING A COLUMN

1. Since you do not need the column you just inserted, you will now delete it. Where will you place the cursor? ______________

2. After you place the cursor on D3, press /.

3. Type W for Worksheet. Next type D for Delete. Finally type C for Column.

4. Watch the screen as you press <ENTER>. What happened? ______________

5. If you wanted to delete more than one column, what two keys would you press? (Check the NOTE in the section on inserting columns)

____

INSERTING ROWS

1. Look carefully at your spreadsheet. Is there a place where an extra row would help make it easier to read? Would it look better with another row somewhere?

   Name several row locations. ______________

2. The main heading of a spreadsheet should not begin on the first line since it makes it hard to read. You will be adding an extra line at row 1 so that the heading is on row 2. Begin by placing the cursor on row 1.

3. Type /. Type W for Worksheet, and then type I for Insert.

4. Since you're adding a row, type R for Row. Press <ENTER>. What happened?

   ____

5. Now you will practice inserting several rows. Place the cursor back on row 1. Press /, W, I, and then R. Type a . (period), move the down arrow three rows down. Press <ENTER>. On which row is the main heading?

   ____

Name ______________________________ Date ____________________

DELETING ROWS

1. Your assignment is to delete the extra rows at the top of the spreadsheet so that there is only 1 blank row at the top and the main heading is located on the second line.
2. Place the cursor on row 2. Type /, W, D, and R.
3. Type a . (period). Press the down arrow three times. Press <ENTER>.
4. What happened? ______________________________

PRACTICE

Do the following to the spreadsheet BEST. Do not worry if it gets "messed up." You have it saved on your disk.

1. Add a new item to the list of merchandise sold. Include the number sold and the average price. Watch the Total change.
2. Delete one of the items already included on the spreadsheet. Again watch the Total change.
3. Add another row with the heading ITEM NUMBER. In which column would it fit best?
4. Change some of the average prices and items sold. Watch the speed of the calculations.

REVIEW

1. Write the steps for inserting a row.

____

____

____

____

2. Write the steps for inserting a column.

____

____

____

____

Name ______________________________ Date ____________________

3. Write the steps for deleting a row.

4. Write the steps for deleting a column.

5. What are the advantages of being able to insert rows and columns?

6. What are the advantages of being able to delete rows and columns?

Topic 73: Figuring Averages

Aim: How do we figure averages on a spreadsheet?

Performance Objectives: Students will be able to:

- plan the layout of a spreadsheet
- enter labels and values
- write @AVG functions
- copy a function

Materials:

- worksheets 73.1-73.5
- software: DOS, As-Easy-As spreadsheet, students' data disk

Do Now:

List the steps for writing a SUM function.

Vocabulary: average

Motivation:

What is an average? How do you find one? Are grade averages important? Why? (Elicit - for getting into high schools and colleges of your choice, for winning awards and scholarships, and for placing the members of a class into a specific order.) Write the following numbers in a vertical list on the board: 96, 78, 84, 95, 79, 73, 88, 93, and 89. What is the average of these numbers? You will be amazed to see how quickly your spreadsheet program will figure averages in this lesson.

Development:

1. Read and discuss the introductory paragraph on Worksheet 73.1. Distribute the paper worksheet grids. Have the class plan their spreadsheets on the grid first, either individually or in small groups. Make sure to discuss the layout plans before they begin entering the data. (Worksheet 73.5)
2. Tell the class to load the program and get a blank spreadsheet screen. They should enter the title they see in #2.
3. Next, they should enter the column heading labels listed in #3. Remind them to allow two columns for the NAME label.
4. Guide them through entering the row labels which are listed in #4 (Worksheet 73.2).
5. Have the class refer to ENTERING VALUES as they enter all the grades. They should proofread to make sure they did not make mistakes.
6. Distribute Worksheet 73.3. Guide the class through WRITING AN AVERAGE FUNCTION making sure they position the cursor correctly and carefully follow the function writing steps outlined on the worksheet.
7. The class should refer to the Rules for Copying Cells on Worksheet 68.3. They should then complete COPYING CELLS.

8. Guide the class through FINDING THE CLASS AVERAGE on Worksheet 73.4. Discuss the steps and what the final function will be before the class begins it.

9. Tell the students complete VIEWING YOUR AVERAGE SPREADSHEET. Discuss the answers.

10. Insert another row for an additional student. Refer to the guidelines for inserting rows listed in the last lesson. You will insert yourself. Enter imaginary grades for yourself. Did the class average change? Did you help raise it or help lower it?

Application:

Complete PROJECT USING AVERAGE FORMULA on Worksheet 73.4.

Summary:

1. Why is planning the layout of a spreadsheet on a worksheet grid important?
2. How do you enter labels?
3. How do you enter values?
4. What was the average function you wrote to find individual averages?
5. What was the average function you wrote to find the class average?
6. How do you copy a function?

Homework:

Use the homework assignment from the last lesson and complete a worksheet grid for the family income and expense report. You will enter it into the computer in the next lesson.

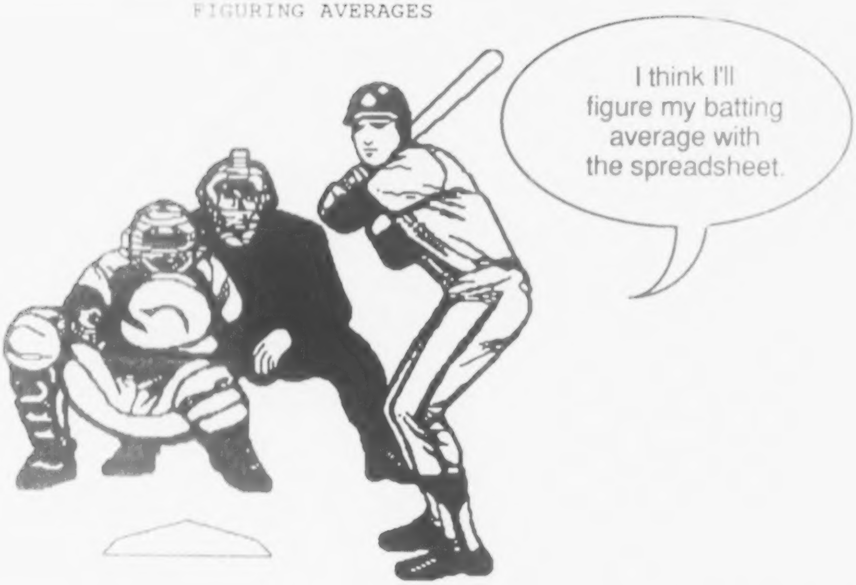
Enrichment:

Write a paragraph explaining the importance of attaining the highest grade average that you can possibly earn. Give examples of how it could be important for your future.

TOPIC 73

Name ______________________________ Date ____________________

FIGURING AVERAGES


I think I'll figure my batting average with the spreadsheet.

Now that you have completed one As-Easy-As spreadsheet, you will do the entire process of entering labels and values, writing formulas and functions, and copying cells. You will create a spreadsheet based on the end of term grades for the nine highest ranking students in class 101. You will plan the layout--how the rows and columns are set up. You will also write functions to find the individual and class averages. It is a good idea to work with a partner or in a small group. Follow these steps to complete this assignment:

PLANNING YOUR SPREADSHEET

Use a spreadsheet grid to plan your entire spreadsheet before you begin entering the labels and functions. Use the information below to set up the layout:

ENTERING LABELS

1. Load the As-Easy-As program and get a blank spreadsheet screen.

2. The filename for this spreadsheet will be AVERAGE, and the title will be:

   INDIVIDUAL AND CLASS AVERAGES FOR CLASS 101

3. The headings for the columns will be as follows:

   NAME MATH SOC ST. SCIENCE ENG. COMP. READ. AVG.

   Make sure to allow two columns (A and B) for the NAME label.

4. The following row labels should be entered under the NAME column. Leave a space between the last name (Victor Boyce) and the label Class Average.

Name ______________________ Date ______________

LABELS TO ENTER

Sally Friedman
Mark Moore
Jane Johnsen
Jason Rosado
Gus Quinnones
Adam Litvack
Naleen O'Connor
Jessie Marrero
Victor Boyce

Class Average

ENTERING VALUES

1. Enter the following values for the students listed:

Sally Friedman
MATH - 75
SOC. ST. - 88
SCIENCE - 82
ENG. - 85
COMP. - 90
READ. - 95

Mark Moore
MATH - 84
SOC. ST. - 77
SCIENCE - 80
ENG. - 92
COMP. - 88
READ. - 75

Jane Johnsen
MATH - 95
SOC. ST. - 93
SCIENCE - 89
ENG. - 92
COMP. - 95
READ. - 80

Jason Rosado
MATH - 84
SOC. ST. - 83
SCIENCE - 86
ENG. - 91
COMP. - 96
READ. - 86

Gus Quinnones
MATH - 96
SOC. ST. - 90
SCIENCE - 93
ENG. - 88
COMP. - 85
READ. - 85

Adam Litvack
MATH - 86
SOC. ST. - 88
SCIENCE - 90
ENG. - 91
COMP. - 96
READ. - 86

Naleen O'Connor
MATH - 75
SOC. ST. - 88
SCIENCE - 85
ENG. - 82
COMP. - 90
READ. - 92

Jessie Marrero
MATH - 86
SOC. ST. - 88
SCIENCE - 90
ENG. - 91
COMP. - 92
READ. - 95

Victor Boyce
MATH - 89
SOC. ST. - 90
SCIENCE - 86
ENG. - 92
COMP. - 91
READ. - 87

Name ______________________________ Date ____________________

WRITING THE AVERAGE FUNCTION

1. In the BEST spreadsheet you entered in the previous lessons, you wrote a function to add (@SUM). As a review, write a function to add H7 through H17.

   ____

2. Hopefully, you remembered and wrote @SUM(H7..H17). What does this function mean? @SUM(E4..E45)?

   ____

3. For this spreadsheet you will write a function to average. The command for averaging is AVG. How would you write the function to average C5 through C9?

   ____

4. If you wrote @AVG(C5..C9), you are correct.

5. You should have the labels and values entered on the AVERAGE spreadsheet. Your first task is to write the average for the first student - Sally Friedman. You must place your cursor on Sally's AVERAGE column.

6. Enter the function. Your teacher will assist you if you have problems. What function did you enter?

   ____

COPYING CELLS

1. Instead of entering the function to average each student's grades, you will copy the function you wrote for Sally.

2. Refer to Topic 68 to review the Steps for Copying a Cell. Write the steps you will use to copy the cells for the remaining eight students and discuss with your teacher before you do the actual copying.

   ____

   ____

   ____

73.4

Name ______________________________ Date ____________________

FINDING THE CLASS AVERAGE

1. Your final step in creating this spreadsheet is to find the class average. Place your cursor in the Class Average row and the AVG. column.
2. Enter a function to average the nine students' class averages. What will the final function be?

   ____

3. Make sure to save the finished spreadsheet. If possible, do a screen print.

VIEWING YOUR AVERAGE SPREADSHEET

1. Which student had the highest average? ____________________
2. Which student had the lowest average? ____________________
3. What was the class average? ____________________

PROJECT USING AVERAGE FORMULA

Design a new spreadsheet named MYCLASS. Include 9 of your classmates and yourself in a spreadsheet to average grades. Use real or imaginary values.

What are the steps you use for creating a spreadsheet?

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

WORKSHEET GRID

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										

Topic 74: Using Other Functions

Aim: How do we use other functions?

Performance Objectives: Students will be able to:

- enter the labels and values for a spreadsheet
- complete a @SUM and an @AVG function
- complete a @MIN and a @MAX function
- format for currency
- use the copy command

Materials:

- worksheet 74.1-74.5
- software: DOS, As-Easy-As spreadsheet, students' data disks

Do Now:

Write the steps for writing an average (@AVG) function.

Vocabulary: minimum, maximum

Motivation:

Have you ever gone on a vacation trip in a car? How much did it cost for each day? Did you ever keep track? Do you think it would be a good idea to plan ahead so that you don't overspend on a vacation? Explain. In today's lesson, you will enter the vacation expenses for a family. You will then use four different function. You will add by using the @SUM function and average by using the @AVG function. You will also find the minimum or smallest value by writing a @MIN function and write a @MAX function to find the maximum or largest value.

Development:

1. Introduce the assignment by reading and discussing the first paragraph on Worksheet 74.1.
2. After the planning is completed, using the grid which is Worksheet 74.5, have the class load the program and get a blank spreadsheet screen.
3. Distribute Worksheets 74.2 and 74.3. Guide the class through the worksheet as they enter the data. They should refer to #6 and #7 so that they enter the values and labels in the correct cells.
4. Review currency formatting in #8 and assist the class in changing the format.
5. Guide the class in writing a @SUM function and then writing a copy function command - #10.
6. Assist the students in writing a @MIN function and then copying the function - #11.
7. Help the class write a @MAX function and a copy function command - #12.
8. Guide the class in writing an @AVG function and a copy function command - #13.

9. Before the class saves the spreadsheets, check to make sure the figures are correct. Remind them to save.

10. Have the class complete WHICH CELL?, WHAT DO YOU THINK, and the WRITING ASSIGNMENT on worksheet 74.3 and 74.4.

Application:

Have students complete SPREADSHEET PROJECT.

Summary:

1. How do you enter labels and values?
2. How do you write a @SUM function?
3. How do you write an @AVG function?
4. How do you write a @MIN function?
5. How do you write a @MAX function?
6. How do you format for currency?
7. How do you copy a function?

Homework:

The four functions you used in this lesson are also used in business. Write at least two examples of how each of them could be used in a store, an office, a factory, or any other business location.

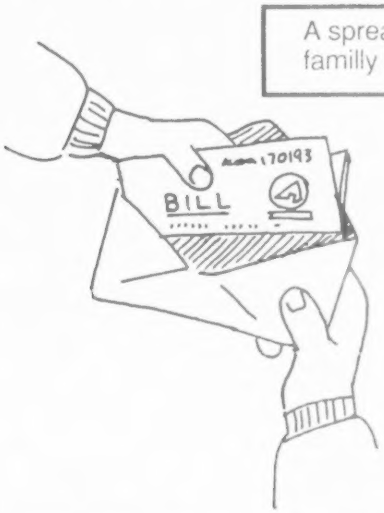
Enrichment:

Write a paragraph explaining how your family could use the four functions (@SUM, @AVG, @MIN, and @MAX) on spreadsheets they could create to run your household.

TOPIC 74

Name ______________________________ Date ____________________

USING OTHER FUNCTIONS



A spreadsheet could help your familly keep track of its expenses.

In this lesson you will enter the vacation expenses of the Magadan family. When you have completed entering the labels and values, you will write @SUM and @AVG functions, as well as two new ones--the @MIN and @MAX functions.

Your teacher will supply a blank worksheet grid. Plan your entire spreadsheet before you begin the following:

1. Load the As-Easy-As program and get a blank spreadsheet screen. Place your data disk in the B drive. The filename will be VACATION.

2. Use the worksheet grid plan. Enter a row of equal signs (======) on row 1. This title will be entered in row 2:

   THE MAGADAN FAMILY'S VACATION EXPENSES

   Sometimes you can get the title centered better if you enter the column headings first to see how far across the spreadsheet they extend. If you enter the title first, it may be necessary to redo it after all the columns have been entered so that it is centered.

3. Enter a blank line for row 3. Type a row of equal signs (=========) for row 4. Enter another blank line between the title and the column headings for row 5.

4. When you enter the column headings on row 6, use two (A and B) for the EXPENSE column. Use C, D, E, F, G, and H for the days of the week. These are the column headings:

A	B	C	D	E	F	G	H	I
EXPENSE		SUN	MON	TUES	WED	THUR	FRI	TOTAL

Name ______________________________ Date ____________________

5. Press <ENTER> to enter one blank row (row 7). Use the repeat command to enter equal signs in row 8.

6. You will begin typing LODGING in row 10. The following will indicate how your spreadsheet labels should be entered:

```
**************************************************************
     A    B     C      D      E       F       G    H      I
1 ===========================================================
2          THE MAGADAN FAMILY'S VACATION EXPENSES
3
4 ===========================================================
5
6  EXPENSE    SUN    MON    TUES    WED    THUR   FRI    TOTAL
7
8 ===========================================================
9  LODGING
10 GAS, TOLLS
11 BREAKFAST
12 LUNCH
13 DINNER
14 SOUVENIRS
15 ADMISSIONS
16 MISC.
17
18 TOTALS
19
20 MIN. EXP. DAY
21
22 MAX. EXP. DAY
23
24 DAILY AVG.
25 ==========================================================

**************************************************************
```

7. Use the following value information and enter these figures:

	SUN	MON	TUES	WED	THURS	FRI
LODGING	86.75	89.00	88.55	90.50	91.00	90.50
GAS, TOLLS	22.10	16.50	21.00	19.00	11.50	28.50
BREAKFAST	15.70	10.75	18.06	11.49	12.76	11.40
LUNCH	21.04	14.33	18.50	19.70	10.60	9.55
DINNER	65.43	31.90	28.86	53.97	22.30	39.60
SOUVENIRS	12.00	4.00	2.50	23.80	11.75	38.00
ADMISSIONS	8.00	4.00	12.00	16.00	4.00	8.00
MISC.	23.80	34.80	29.85	73.90	9.99	37.67

Name ______________________________ Date ____________________

8. Using the currency formatting directions from Worksheets 65.2 and 65.3, change the fixed format to a currency format. Which range should be formatted?

   ____

9. Hopefully, you answered columns C through H and rows 9 through 24.

10. Position the cursor in C18 and write a function to figure the sum of the column. Next copy the function to add all the columns. Your teacher will assist you if you have problems. Remember to refer to other worksheets for specific steps.

11. Position the cursor in C20. Write a function to find the minimum expense in each row. In review, the function beginning for this is @MIN. Discuss the function before you enter it. Copy the function so that all the days will have a minimum expense listed.

12. Move to C22. Write a function to find the largest or maximum daily expense - @MAX. Again, discuss the steps with the class before you begin. Write a copy command to copy the function for the rest of the week.

13. Move the cursor to I24. Write an average function to average ROW 18. This will give you the daily average.

14. Save this spreadsheet as VACATION.

WHICH CELL?

1. __________ tells you the maximum amount spent for dinner.
2. __________ tells you the minimum amount spend for lodging.
3. __________ tells you the total the family spent.
4. __________ tells you the lowest daily average.
5. __________ tells you the highest daily amount.

Congratulations! You've just graduated to "Computer Whiz."

Name ________________________ Date ________________

WHAT DO YOU THINK?

1. Do you think this family of four spent too much money on their vacation?

____

In which categories could they have spent less?

____

____

2. Do you think people usually spend more or less on their vacations than they plan to? ______________________ Explain. __________

____

____

WRITING ASSIGNMENT

Write a paragraph describing where you would like to go on a week's vacation. Also, make a list of expenses that you might incur. Figure the total for a week.

SPREADSHEET PROJECT

Imagine the trip you described in the writing assignment. Create a spreadsheet for a one-week trip for you and your family.

What are the steps necessary to create this spreadsheet?

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____
15. ____

WORKSHEET GRID

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										

Topic 75: Creating and Printing a Budget Spreadsheet

Aim: How do we create and print a budget spreadsheet?

Performance Objectives: Students will be able to:

- plan a spreadsheet
- identify and enter labels
- identify and enter values
- write functions and formulas
- copy commands
- format for currency
- print a spreadsheet

Materials:

- worksheets 75.1-75.3
- software: DOS, As-Easy-As spreadsheet, students' data disks
- worksheet grid

Do Now:

Write two sentences explaining the purpose of a @MAX function and a @MIN function.

Vocabulary: budget, align

Motivation:

What is a budget? Did you ever try to write one? Did your family ever try to use one? Explain. What are the advantages? What are the problems? How can it help you to save money? Why must businesses stay on budgets? What happens if they do not?

Development:

1. If your class understands how to write formulas, functions, copy commands, and change formats, you can let them work on this project on their own. If, however, they have problems and need help, then you must guide them carefully. Distribute Worksheet 75.1.

2. Have students plan on the grid - Worksheet 75.3. Look over their plans before they enter the values and labels to make sure they will work. You can also divide them into small groups and have them analyze each other's.

3. After the class enters the labels, circulate to check entries. Do the same after they enter the values.

4. You may want to prepare rexos for rules for writing formulas, functions, formatting, and copying. Tell the class to keep referring to previous lessons if they can't remember the procedures.

5. After the entire spreadsheet is completed, tell the class to save as BUDGET.

6. Review the rules for using printers.

7. Distribute Worksheet 75.2. The class should choose the print option and follow the directions on their worksheets. Explain align (helps the computer and the printer work together to find the top of the page).

Application:

Have students complete the REVIEW section on their worksheet.

Summary:

1. Why is it important to plan a spreadsheet?
2. How do you enter labels? values?
3. How do you write a formula? a function?
4. How do you use the copy command?
5. How do you format for currency?
6. How do you print a spreadsheet?

Homework:

Imagine that your weekly salary has just been increased to $500 take-home pay a week. Write a paragraph explaining how this would change your budget plan.

Enrichment:

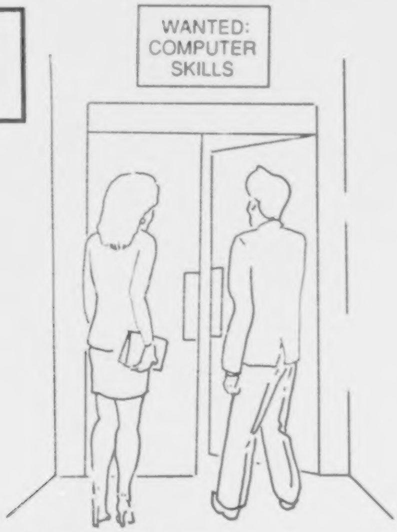
Choose one of the ideas from a previous homework or enrichment assignment, or think of another idea for creating a new spreadsheet. Plan it and then enter it into your computer.

TOPIC 75

Name ______________________________ Date ____________________

CREATING AND PRINTING A BUDGET SPREADSHEET

At last, you're qualified.
You should feel proud.



In this lesson, you will enter the budget you have been planning for several homework assignments. Make sure to plan it on a worksheet grid (worksheet 75.3). Your teacher will thoroughly discuss this assignment with the class before you begin. These are the guidelines:

1. The filename is BUDGET.
2. You are writing a monthly budget for a person who has just moved out of his/her home. This person is taking home $350 per week. You will write the budget for JAN, FEB, and MAR.
3. The first set of rows should include names of expenses.
4. The second set should include the names of the income items. In addition to the $350 per week, this person earns $45 a month in interest income.
5. Your final row should show a label for savings. You can write a formula to subtract the expenses from the income to get the savings amount.
6. You will format the value cells for currency.
7. You will write formulas to add the total expenses and income for January, and you will copy them for February and March.
8. Write a minimum (@MIN) function to find the lowest expense for each month and a maximum (@MAX) to find the highest. Copy these commands.
9. Write an average function to find the average for the monthly expenses.
10. Save the spreadsheet. Compare your spreadsheet with several of your classmates'.

Name ______________________________ Date ____________________

PRINTING A SPREADSHEET

What are some of the rules you learned for using a printer in the previous two units?

____

____

____

Follow these directions to print:

1. Press the / (slash).

2. Make sure your printer cable is connected properly and that the switch is on.

3. Type the letter P (for print).

4. Type the letter P again (for printer).

5. You are now in the print menu.

6. You will see the following:

    Range (stands for an area of a spreadsheet to be printed. This must be defined before you begin.)

    Line (this advances the paper in the printer one line upward)

    Page (this advances the paper in the printer to the top of the next page)

    Align (this makes the computer and the printer work together to start at the top of the page)

    Other (this lists another list of printer options)

    Go (lets you begin printing)

7. Choose the Align command to make sure that the printing will begin in the correct location.

8. If you have problems, your teacher will make sure that your printer is set up correctly.

9. Choose the "Go" command to begin printing.

REVIEW

Write a composition explaining at least five different benefits of using a spreadsheet. You can describe business, school, home, store, etc. uses. Also, explain how using the spreadsheet, data base, and word processor can really change the way people do things.

WORKSHEET GRID

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
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19										

Additional Spreadsheet Activities

Spreadsheets can be used for many different things. This is a good opportunity for group projects. Make sure to save and print each template so that they can be used by other individuals. It is important to have some written documentation with each one. This can be done on the word processor. Your class can make a spreadsheet template booklet that includes documentation.

Following are some challenging assignments. Current almanacs are helpful when planning these spreadsheets.

Sports and Hobbies

1. Baseball averages for the professional teams, for your team, or for you can be figured with a spreadsheet. You may want to include times at bat, homeruns, runs batted in, walks, strike outs, and batting average.
2. Bowling or golf scores can be figured with a spreadsheet. It is helpful to have an actual score sheet when designing the template.
3. Football or basketball statistics can be kept for the pros, for your team, or for you. The sports pages of the local papers and an almanac will give you ideas for column headings.
4. Weight training records and results can be kept using a spreadsheet. Keep track of pounds lifted for each piece of equipment. Show your progress throughout the year. Show totals, maximums, and averages.
5. Track and field records for the pros, your team, or for you can be recorded. Show total miles, heights, or distances. Include totals, maximums, and averages.
6. Keep records of your stamp or coin collections. Include year, item, purchase price and current estimated value. Figure a total for the entire collection.
7. A record of your comic book collection can be kept on a spreadsheet. There are value guides that will help you set up this type of spreadsheet.

Consumer Skills and Banking

1. You can keep an imaginary checkbook with a spreadsheet. Include deposits, withdrawals, checks written, fees, etc. This is good practice for the future. You can also balance the checkbook at the end of each month.

2. Imagine you are a stockholder. Keep track of gains and losses for your stocks. Figure monthly and yearly profits or losses.

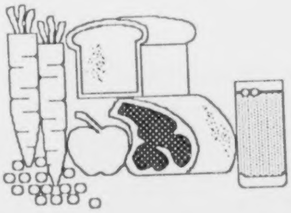
3. Figure interest rates of loans or mortgages. A local bank might be able to provide you with current rates.

4. An installment buying chart that includes price, tax, and interest can be created. Show total price if paid in 6 months, 1 year, etc.

5. Compute the income of workers in an imaginary company. Include wages, overtime, commissions, taxes and other deductions.

6. Make a chart for phone, utility, and postal rates. You may want to contact the phone, gas, and electric companies for current rates that are being charged. Almanacs include a postal rate chart for setting up formulas.

Life Skills



1. Keep track of a weekly grocery shopping list. Include items, unit price, total price, etc.

2. Plan a back-to-school shopping spree with a spreadsheet. You can set up a comparison shopping project.

3. Plan a party or picnic for your class. Make a list of food to purchase, cost, and amount each class member must contribute.

4. Make a personal budget. Use your actual allowance figure or an imaginary one. Use the BUDGET spreadsheet as a guide.

Social Studies

1. Compare cities using several of these headings - population, area, average rainfall, average temperature, altitude, unemployment rate, per capita income, crime statistics, etc. Use a current almanac to get recent figures.

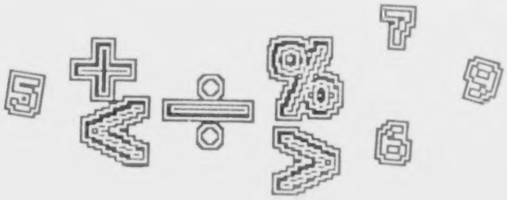
2. If this is an election year, you can put the results of the Electoral College system on a spreadsheet. With it you could see how different parts of the country voted.

3. Study the influx of various immigrants using a spreadsheet. An almanac will give you the figures for each country and nationality.

4. Study the length of terms of United States presidents. Include names, parties, beginning year, ending year, and a formula column for total years in office.

5. Compare countries or continents. You might want to include per capita income, population, area, and literacy rate. Write a formula which will show a relationship between the population and area to indicate amount of space for each individual. Use an almanac to get the most recent statistics.

Math



1. Math tables can be set up easily with a spreadsheet. These are some examples of tables you can create:

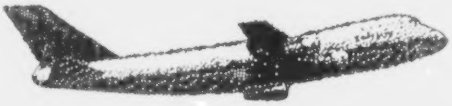
    mean, median, mode
    ratio
    area, circumference
    square root
    commissions
    depreciation (include original cost and book value)
    fractions and decimal equivalents

2. You can show conversions by writing formulas. These are just a few of the many conversion tables you can create.

   metric to standard US measurements
   hours to days
   inches to feet to yards
   cups to pints to quarts to gallons
   fahrenheit to celsius

3. Figure your test averages in each subject. Write formula to find highest score, lowest score, and average for each subject. If your teacher drops the lowest test score, be sure to write that into the formula.

Travel



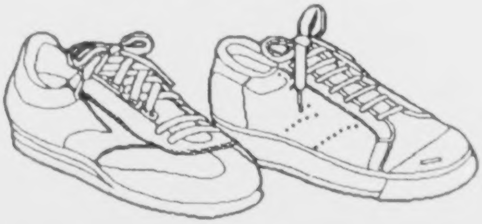
1. Get copies of airline rates. Use the spreadsheet to figure the difference in fares for different days of the week or times of the year.

2. Get copies of bus or train schedules. Calculate travel time and cost for trips where you must make transfers.

3. Figure the capacity of planes or buses with a spreadsheet. Show total numbers of seats, number of daily trips, and possible daily, weekly, and yearly number of seats available.

4. Set up an imaginary travel agency. Show number of tickets sold to several popular locations. You can include most heavily traveled months and changes in cost of fares and hotels for those months. Actual travel brochures that include prices would be helpful in planning this activity.

Health and Fitness



1. Use a spreadsheet to keep track of the types, amounts, and calories of the foods you eat. You can easily break this down into protein, carbohydrates, fats, etc.

2. Keeping track of physical activities and the calories they burn can be fun using a spreadsheet.

A FINAL ASSIGNMENT

A NEIGHBORHOOD PROJECT

BANK
POST OFFICE ZONE 11210
SUPERMARKET
RADIO TV
SALE

Where are computers used in your neighborhood? In doing this project, you will find out. You and your teacher should decide on a deadline for completion of this assignment. One week is usually enough time, but you may want more. You will try to find five examples of how computers are used in the stores in your neighborhood. You will observe and hopefully interview the store owner or an employee who uses a computer in the store. Please explain to the person you wish to interview that this is a project for your computer class. In the interview, your main task is to find out how the computers are being used and how they have changed the way the business is run. Keep track of your answers to the following questions that will be used to write short paragraphs:

1. Name of store ______________________________
2. Type of store ______________________________
3. Observation of how computers were used ______________________________

   ____
4. Interviewed employee ____________ (YES) ____________ (NO)
5. Person's name ______________________________
6. If yes, how are the computers used in the store?

   ____

   ____
7. What are the advantages of using computers compared to the previous way the work was accomplished?

   ____

   ____

   ____

Writing a Computer Observation and Interview Report

When you have completed all five observations and interviews, you will use the information from the list to construct paragraphs. Type the responses using your word processing program. Draw pictures to illustrate at least one computer use. This is an example of what your final paper will look like:

I visited ____(name of store)____________ which is a _______________ ____(type of store)__________. I observed that the computers were being used to ____. I interviewed ____________________. This person said that the computers in the store were used to ____________________________________, ______________________, and ____________________. The advantages of using computers over the previous way the work was done are ____ and ____. Another store I visited was.............

·Spreadsheet Vocabulary

cell - the rectangle where a row and column intersect or meet

cell indicator - the upper left hand corner of the spreadsheet where the cell name is shown

column - the vertical (up and down) part of a spreadsheet that is named by a letter (A, B, C, etc.)

copy - a command that allows the data from one part to be reproduced in another part

default setting - built-in formats

format - a plan or layout used to show the spreadsheet clearly

formula - an expression in math that involves using numbers and mathematical symbols to do spreadsheet calculations

function - special operations in math to do more complicated formulas

global command - changes the entire spreadsheet

goto - a command that moves the cursor to a specific location quickly

heading - a label that is used to name a column

label - the column or row heading that begins with a letter or a label indicator such as an apostrophe

range - a group of cells

range command - changes a specific group of cells

row - the horizontal (across) portion named by a number (1, 2, 3, etc.)

scrolling - moving the cursor vertically or horizontally to see different parts of the large spreadsheet

spreadsheet cursor - the highlighted part of the spreadsheet that indicates the active cell

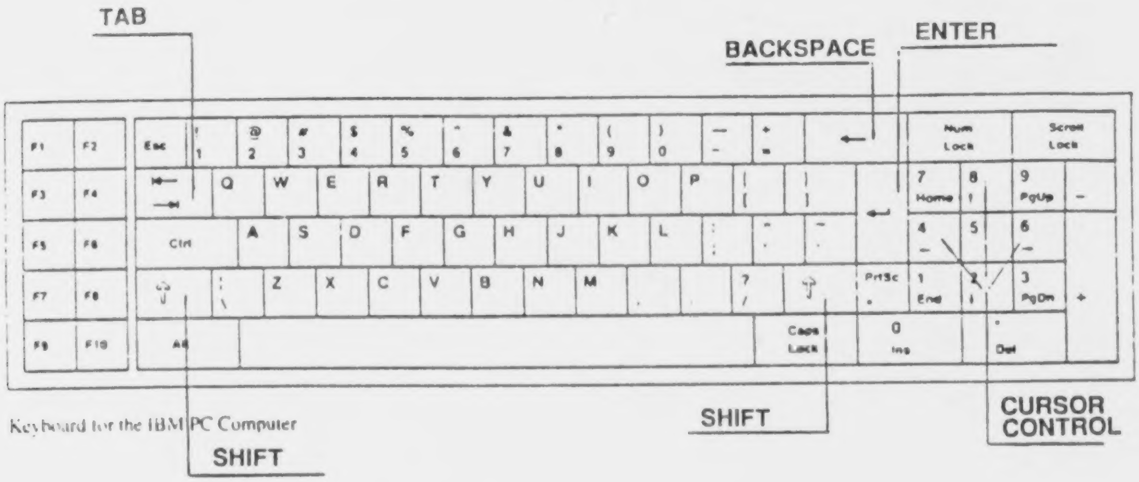
value - a number on a spreadsheet used for calculations

IV

APPENDICES

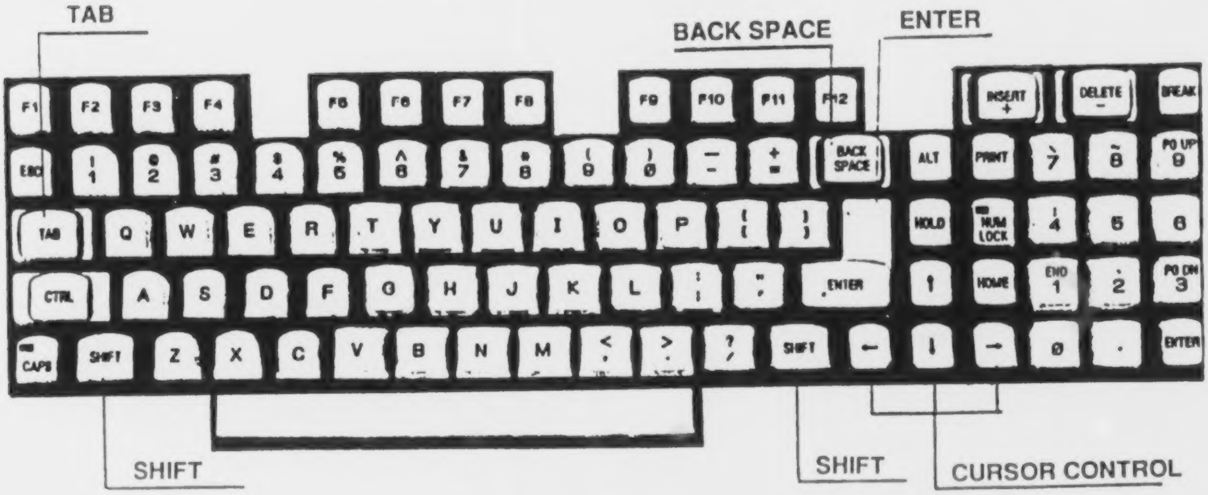
Appendix 1: Keyboard Layouts

IBM PC KEYBOARD


TAB
BACKSPACE
ENTER
SHIFT
SHIFT
CURSOR CONTROL

Keyboard for the IBM PC Computer

TANDY 1000 KEYBOARD


TAB
BACK SPACE
ENTER
SHIFT
SHIFT
CURSOR CONTROL

Appendix 2: Disk/Diskette Basics

PURPOSE

1. Holds magnetically-recorded information the same way a phonograph record or cassette tape does
2. Used to give information-processing instruction to the computer
3. Used to save information the user has entered into the computer (either previously or currently).

DESCRIPTION

1.	SS/SD	Single sided/single density (least expensive, lowest quality, can only save on one side)
2.	SS/DD	Single sided/double density (more expensive, better than SS/SD, can only use one side)
3.	DS/DD	Double sided/double density (most expensive, best quality, can save on both sides)

TYPES

1. Program disks - These disks are programs such as Writing Assistant or Typing Instructor.
2. Data disks - These disks are formatted disks with previously prepared information; also the disks that are used for saving work.
3. System disks - These are disks that start the computer system unit such as MS-DOS.
4. Formatted disks - These disks have been prepared or formatted to be used in a particular computer (e.g. Apple or Tandy).
5. Blank disks - These are brand new disks that have not been formatted. It is impossible to save on a blank disk.
6. Backup disks - Copies of system, program, or data disks that are used instead of the original.
7. Hard disk - This is a disk that is either inside or outside the system unit which provides considerably more memory, and additional convenience for the user.

Appendix 3: Handling Diskettes

Your computer diskettes will provide years of dependable service if you and your students handle them properly by following a few simple procedures.

1. Never handle a diskette unnecessarily. When it is necessary to touch a diskette, hold it by the corner near the label, and touch as little of its surface as possible. Under no circumstances should you ever touch the interior magnetic recording surface, either through the center of the diskette or any other opening in the diskette cover.

2. Never bend or fold a diskette.

3. Whenever possible, write out the diskette label before affixing it to the diskette. If it is necessary to write on the label after it has been affixed to the diskette, always use a felt tipped pen or marker. Never write on the diskette with a pencil or ball point pen.

4. Never attach anything to a diskette with a paper clip of any kind.

5. When a diskette is not in use, always return it to its paper envelope. store it in a cool, safe place, away from direct sunlight, excessive heat, moisture, dust, and dirt of any kind.

6. Computer diskettes are magnetic, and any contact with other sources of magnetism can destroy the programs and files that are stored on them. Keep your diskettes away from magnets of any kind, no matter how harmless they seem to be. Magnetic desktop paper clip holders (a principal source of trouble because they aren't obvious), magnetic children's toys and so forth can damage your diskettes.

   In addition, many common electric and electronic appliances are sources of magnetism. Televisions, radios, electric lights, and even the screen of your computer monitor produce minute amounts of magnetism which can cause diskette damage. Store your diskettes away from these devices when they are not in use, and do not allow your diskettes to come into contact with them when you are using them.

7. Never attempt to clean a diskette with cloth or fluid.

8. Always write protect your important diskettes by covering the notch in the left side with tape. This will keep you from accidentally erasing or overwriting an existing program or file.

9. Finally, accidents that ruin or erase diskettes are bound to happen. Learn how to use the diskcopy and copy commands on your DOS, and, as a precaution, always make back-up copies of any diskettes you would find difficult or impossible to replace.

Appendix 4: Software Duplication Guidelines

Like plays, novels, songs, textbooks, and all other published material, the programs and files on a published computer diskette are fully protected by the copyright laws of the United States. No diskette can legally be copied without the appropriate permission of the publisher. The position of the Division of Computer Information Services of the New York City Board of Education on diskette copying is the following:

1. Duplication of copyrighted software or documentation is prohibited.
2. Software publishers must be contacted to verify procedure for back-up multiple copies and licensing agreements.
3. A publisher's written permission is required to download or network programs to other microcomputers.
4. No student or Board of Education employee may use school computers to duplicate copyrighted software.
5. The use of illegally duplicated software, however obtained, is prohibited in all Board of Education facilities.
6. Simultaneous use of original software and/or its back-up is not permitted without the written permission of the publisher.

The enclosed diskettes, however, are either public domain or under copyright belonging exclusively to the New York City Board of Education. Any New York City public school employee may make an unlimited number of copies of these diskettes for use in the New York City public schools, either in day or evening sessions, without obtaining further permission. For your convenience, and to enhance the educational value of these programs, it is strongly advised that you make at least one copy of each diskette for each computer in your computer lab to allow all of your students to work on the same program simultaneously.

The New York City Board of Education has computer diskettes under contract at this time. If you wish to purchase additional diskettes, they are available under the Board of Education contract # P-3086, item # 11-99-6000.00.3 from:

Athana Incorporated
Suite 106
2730 Monterey Street
Torrance, California 90503
1-800-421-1591
Att: Carol Romeo

Appendix 5: DOS Reference Guide

The IBM PC, Tandy 1000, Tandon and other MS DOS clones operate in very similar manners. The directions contained herein can be used for all of these machines. Where differences occur, the directions for the IBM are given first and those for the other machines are given immediately following and are contained within braces < >.

These machines require the Disk Operating System (DOS) files to be loaded into the computer at start-up. DOS consists of a series of special programs which direct the computer's hardware operations. In most cases these programs must be loaded from a separate DOS diskette before you can load any other program diskette.

LOADING A PROGRAM

There are two ways to boot (start/restart) the system.

. The machine is off:

Insert the diskette containing the DOS in drive A - the left hand <bottom> disk drive. Close the drive door <lever>. Turn on the display by turning the top knob clockwise <pushing the power button>. Turn on the computer. The power switch is located at the back right of the system unit.

. The machine is on:

Insert the diskette containing DOS in drive A. Hold down the "CTRL" and "ALT" keys simultaneously, and with these keys depressed, press the "DEL" <DELETE> key. <The Tandy 1000 also has a Red reset button located at the front left of the system unit>.

. DO NOT attempt to open or close disk drive doors <levers> or insert or remove diskettes from the drives when the disk drive's red in-use light is on. Doing so can cause irreparable damage to the disk and its contents.

SUMMARY OF DOS COMMANDS

1. The DOS ready prompt, "A>," indicates that the default drive (the drive where the computer looks for programs or files) is drive A. The blinking horizontal line is called the cursor.

2. After typing in a valid command at the DOS prompt, press the <Enter> key. Commands may be entered in upper or lower case, or any combination thereof.

COMMAND	PURPOSE
COPY	duplicates any named file or series of files from one diskette to another or from a diskette to any other output device.
DATE	stores the current date in memory. Enter the date in number format of month, day, year separated by - or /. For example, 7-17-1985 or 8/1/85.
DIR	lists the directory (the names of the programs or files) located on a diskette.
DISKCOPY	makes an exact duplicate of an entire disk.
ERASE	erases (deletes) the named file(s) from the disk.
FORMAT	prepares a new diskette to receive information.
TIME	sets the internal clock in the computer. Time is entered in a 24-hour clock format. For example, eight-thirty a.m. is 8:30, one-fifteen p.m. is 13:15.
TYPE	displays the contents of a file. This output may or may not be legible depending on the actual contents of the file and the method in which this file was stored. Text files are legible.

USING DOS COMMANDS

1. Using the DIR (Directory) Command.

- Once you are at the DOS prompt, you can display the titles of all files on a disk by using any of the *Directory (DIR) commands.* Several formats are available for the DIR command:

COMMAND FORMAT	RESULT
DIR	The names of the files in the default drive will be listed. In addition to the file's name, the directory lists its size in bytes and the date and time it was last modified. When all files have been listed, the total number of accessible files and number of bytes available on the disk will also be displayed. . A listing to the screen can be paused (frozen) by pressing the <CTRL> and <NUM LOCK> (IBM) keys simultaneously <the HOLD key> (Tandy). The scrolling can be restarted by pressing any other key <the HOLD key again>.
DIR B:	To specify a drive other than the default, follow the DIR command with the drive's letter and a colon. For example, DIR B: lists the directory of the disk in drive B. A space must appear between the command <DIR> and the drive specification. A colon must immediately follow the drive name.
DIR/W	The /W (slash W) option causes the directory to be listed in a wide format. In this format only the file names are displayed.
DIR/P	The /P (slash P) option causes the listing to pause when the screen is filled. Striking any key will cause the process to continue.

2. Using the FORMAT commands.

- For diskettes to be usable by a computer, the data must be placed on the disk in a certain format. The process of making a disk usable is called formatting.
- Formatting erases all information that was previously stored on the disk. Only disks that will be used to hold data should be formatted. Never format a program disk or you will erase the program.
- FORMAT.COM, DOS' format program, can only be executed if it is resident on the disk. Type the appropriate command and press <Enter>.

COMMAND FORMAT	RESULT
FORMAT	You will be prompted to insert a new diskette in the default drive (Drive A:) and press any key to continue. Make sure you remove the DOS disk before you press another key or it will be ERASED.
FORMAT B:	Entering a drive specification after the word format causes the prompt to tell you to insert a new disk in the appropriate drive. You can leave the DOS disk in Drive A.
FORMAT b:/S	The /S (slash S) option causes the disk to be formatted and the system files to be transferred to the new disk. System files must be on a disk if you wish it to boot.

- When the formatting is completed you will be prompted:
  - Format another (y/n)?
- Pressing "Y" formats another diskette in the same drive without having to reload the format program. Pressing "n" returns you to the DOS ready prompt.
- Once a diskette is formatted, it is ready for use in the machine.

3. Using the Copy Command

- COPY is a system command program which allows you to copy a file (data or program) from any input device (disk drive or keyboard/console) to any output device (disk drive, screen, printer).
- The format of the COPY command is:
  - `COPY device1:filename device2:filename`
- To copy a program on disk drive A named "first" onto a backup disk in drive B; and to name the program "first.bak," the command would be:
  - `COPY a:first b:first.bak`
  - Spaces are allowed only between the parameters in the command, as shown in the above example.
- If a device (the item before and including the colon) is not specified, it is assumed to be the default disk drive.
- The COPY command can list a text file to the printer. If disk drive B contains a file called "help" and you want a print-out, two possible formats are:
  - `COPY b:help lpt1:`
  - `COPY b:help prn:`

(LPT1: is the device name for the printer.)

WILD CARDS

The COPY command allows for the use of wild cards. The asterisk (*) can be used to replace any letter or series of letters in a file name.

- If you had 10 files on a disk called file1, file2, file3, ..., file10, rather than invoke the copy command ten times, you could copy all ten files from the default drive A to drive B using the following:

- `COPY file* b:`

Note: by omitting the device name the computer assumes you mean disk drive A. By omitting the file name following b: the computer gives the new files the same name as the old files.

Appendix 6: Copying Public Domain Diskettes for MS DOS Computers

Diskcopy with One Disk Drive

To make a copy of a software diskette on an IBM PC, PCjr, or IBM compatible computer with a single disk drive, follow these steps:

1. *Before you start, be sure that the diskette you wish to copy is write-*protected. Write protecting a diskette will prevent you from accidentally erasing or overwriting any of its programs or files. You can write-protect a diskette by placing a small piece of tape over the write-protect notch on its left side.

2. Insert the IBM DOS diskette into the disk drive, turn the computer and the monitor on, wait for the DOS to boot up, then enter the date and time. The last line on the screen will be A>.

3. Type Diskcopy, then press ENTER. The screen will display the message,

```
Insert SOURCE Diskette in Drive A :
Press any key when ready . . .
```

   The SOURCE diskette is the diskette you want to copy. Remove the DOS diskette from the disk drive and insert the Source diskette. Press ENTER.

4. The screen will display a Copying . . . message, then the following instructions:

```
Insert TARGET Diskette in Drive A :
Press any key when ready . . .
```

   The TARGET diskette is the diskette you want to copy to. Remove the source diskette from the disk drive and insert the Target diskette.

   (NOTE: It is not necessary to format a new diskette before using it as the target diskette. Diskcopy will format automatically before copying.)

   Press ENTER.

5. If your target diskette has not been formatted before, the screen will display a Formatting . . . message before it copies. After it has formatted and copied, it will repeat the message it gave you in step 4:

```
Insert SOURCE Diskette in Drive A :
Press any key when ready . . .
```

   Remove the target diskette from the disk drive and insert the source diskette again. Press ENTER.

6. After another Copying . . . message, the screen will repeat the message from step 5:

```
Insert TARGET Diskette in Drive A :
Press any key when ready . . .
```

   Again, remove the source diskette from the disk drive and insert the target diskette. Press ENTER.

Again, remove the source diskette from the disk drive and insert the target diskette. Press ENTER.

7. This is the last stage of the procedure. When the screen displays the message

```
Copy another diskette (Y/N)?
```

the procedure is over; the target diskette has been made into a duplicate of the source diskette.

8. If you want to make another copy of the source diskette, type in Y. The screen will repeat the message

```
Insert SOURCE Diskette in Drive A :
Press any key when ready . . .
```

You can repeat this procedure as many times as necessary and make as many copies of your original diskettes as you need for use in the New York City public schools. When you no longer wish to make additional copies, press N and remove the source diskette from drive A.

Diskcopy with Two Disk Drives

Copying on an IBM PC or IBM-compatible computer with two disk drives is an even easier procedure, because it doesn't require alternately removing and inserting the source and target diskettes. Follow the directions for steps 1 and 2 for a computer with one disk drive, then type in Diskcopy A: B: at step 3 and press ENTER. The screen will display this message:

```
Insert SOURCE Diskette in Drive A :
Insert TARGET Diskette in Drive B :
Press any key when ready . . .
```

Remove the DOS diskette, insert the source and target diskettes into the proper disk drives and press any key on the typewriter keyboard. The screen will display a Copying . . . message while it copies the source diskette and a Formatting . . . message if the target diskette hasn't already been formatted. When the screen displays the message

```
Copy another diskette (Y/N)?
```

the procedure is over; the target diskette has been made into a duplicate of the source diskette. If you want to make another copy of the source diskette, type in Y and repeat the procedure.

Appendix 7: For More Help ...

The Division of Computer Information Services maintains a Technical Assistance Center (TAC) in each of the five boroughs. These centers are equipped with a wide variety of computers, software, and, most important, experienced advisors to help you use the computers in your school more effectively and to answer any questions about computer education you may have. All New York City public school teachers are welcome to make use of TAC facilities, either by telephone or in person, at any time during the year. TACs are normally open from 9 A.M. to 5 P.M. during the school year and through all school vacations, including the summer, but daily hours can vary. Call first.

Brooklyn TAC
3000 Avenue X - Room 171A
Brooklyn, N.Y. 11236
(718) 769-2860

Bronx TAC
1000 Teller Avenue - Room 243
Bronx, N.Y. 10456
(212) 588-0279

Manhattan TAC
122 Amsterdam Avenue
New York, N.Y. 10027
(212) 769-2710

Queens TAC
167-01 Gothic Drive - Room 119
Jamaica, N.Y. 11432
(718) 658-0491

Staten Island TAC
1200 Manor Road
Staten Island, N.Y. 10314
(718) 494-5042

Appendix 8: Student Worksheets

I. PC-Write Word Processing Unit

Topic 1: Welcome to the World of Computers

- 1.1: Welcome to the World of Computers
- 1.2: Newspapers
- 1.3: Travel
- 1.4: Banks
- 1.5: Hospitals
- 1.6: Communication
- 1.7: Drawing and Designing
- 1.8: Supermarkets
- 1.9: Business
- 1.10: Are You Like a Computer?
- 1.11: Computers in Your School

Topic 2: Computer Hardware

- 2.1: Computer Hardware
- 2.2: Input
- 2.3: Computer Processing
- 2.4: Memory
- 2.5: Two Kinds of Computer Memory
- 2.6: Output
- 2.7: What Do You Know About a Computer System?
- 2.8: A Crossword Challenge

Topic 3: Computer Software

- 3.1: Software
- 3.2: Parts of a Disk
- 3.3: Types of Disks
- 3.4: What Have You Learned About Software?
- 3.5: A Crossword Challenge

Topic 4: Proper Use of the Disks and Hardware

- 4.1: Proper Use of the Disks and Hardware
- 4.2: Using a Disk
- 4.3: Some Other Things You Should Know About Disks
- 4.4: Proper Computer Lab Behavior
- 4.5: Computer Lab Contract

Topic 5: Introduction To Using PC-Write and the Keyboard

- 5.1: Using PC-Write
- 5.2: Instruction for Formatting a Disk
- 5.3: Loading the PC-Write Program
- 5.4: Loading the PC-Write Program
- 5.5: The Type/Edit Screen
- 5.6: Saving Your Work
- 5.7: Using the Printer
- 5.8: A Review of Loading, Naming, Typing, Saving and Printing
- 5.9: Review

Topic 6: Using The Computer Keyboard

6.1: Using the Computer Keyboard
6.2: Proper Posture for Keyboarding
6.3: Home Row Typing Practice
6.4: Learning the Other Letters
6.5: Drawing the Keyboard

Topic 7: Using The Cursor Movement Keys

7.1: The Cursor Movement Keys
7.2: Typing Activity
7.3: Scrolling
7.4: Review

Topic 8: Inserting Charactor

8.1: Editing a File by Inserting
8.2: Inserting
8.3: Inserting Words
8.4: Getting a Disk Directory
8.5: Review

Topic 9: Centering Lines

9.1: Centering Lines
9.2: Centering Menus
9.3: Centering Invitations

Topic 10: Inserting Lines and Spaces

10.1: Inserting Lines and Spaces
10.2: Using the Tab Key to Indent for Paragraphs
10.3: Double Spacing
10.4: Challenge Assignment

Topic 11: Editing by Deleting

11.1: Editing a File by Deleting
11.2-11.4: Getting a File for Deleting Practice Activities
11.5: Move Delete Practice Activities
11.6: Review

Topic 12: Editing by Inserting and Deleting

12.1-12.4: Inserting and Deleting Activities
12.5: Typing an Original Business Letter
12.6: A Crossword Challenge

Topic 13: Writing Descriptive Poetry

13.1: Using a Word Bank to Write Descriptive Poetry
13.2: Sense Poetry
13.3: Creating Poetic Images
13.4-13.10: Word Bank

Topic 14: Using Comparison in Poetry

14.1: What is Comparison?
14.2: Poetry About Places
14.3: Poetry About Objects

Topic 15: Writing Form Poetry

15.1-15.4: Form Poetry Activities

Topic 16: Moving a Block

16.1: What is a Block?
16.2: Moving a Block
16.3: More Move Block Activities
16.4: A Move Block Challenge

Topic 17: Copying Blocks

17.1: Copying a Block
17.2: Directions for Copying Blocks

Topic 18: Deleting Blocks

18.1-18.2: Deleting Blocks Activities

Topic 19: Editing by Searching and Deleting

19.1-19.3: Searching and Replacing Activities
19.4: Searching and Replace Challenge

Topic 20: Printing a File

20.1: Learning More About Printing
20.2: The Dot-Matrix Printer
20.3: Changing the Line Spacing
20.4: Typing a Letter for Printing
20.5: Printer Check-Off List
20.6: An Easy Guide to Printing
20.6-20.8: Editing and Printing Challenges
20.9: Printing a Document
20.10: Mailing List for Letter Assignment

Topic 21: Change Layout

21.1: Changing the Page Layout
21.2-21.3: Setting Margins/Justifying Activities
21.4: Layout Challenge

Topic 22: Setting and Deleting Tabs

22.1: Setting Tabs
22.2-22.3: Tab Key Activities
22.4: A Crossword Challenge

Topic 23: Writing and Editing Descriptions

- 23.1: Writing and Editing Descriptions
- 23.2: Topics for Setting
- 23.3: Writing About People
- 23.4: Writing About Charactors

Topic 24: Creating a Short Story

- 24.1: Creating a Short Story
- 24.2: Point of View
- 24.3: Making a Story Plan
- 24.4: Writing a Short Story

Topic 25: Creating a Class Newspapers

- 25.1: Creating a Class Newspaper
- 25.2-25.3: Topics for the Class Newspaper

Topic 26: Writing a Reseach Report

- 26.1: Writing a Reseach Report About a Country
- 26.2: Report Writing Project

Topic 27: Creating Computer Graphics

- 27.1-27.3: Computer Graphics Activities

Topic 28: The RCT Business Letter

- 28.1: The RCT Business Letter
- 28.2: The 8 Parts of the Business Letter
- 28.3: Analyzing a Business letter
- 28.4: Typing RCT Business Letter

Topic 29: RCT Report

- 29.1: Writing the RCT Report
- 29.2: Example of an RCT Report Organization Plan
- 29.3-29.5: RCT Writing Assignments

Topic 30: RCT Persuasive Essay

- 30.1: The RCT Persuasive Essay
- 30.2: An Example of an RCT Persuasive Essay
- 30.3-30.4: RCT Essay Writing Assignments

Additional Word Processing Activities

- WPA 1 - Cooperative Learning
- WPA 2 - Using your Imagination
- WPA 3 - Computer Assignments
- WPA 4 - Letter Writing Assignments
- WPA 5 - Fairy Tale Endings
- WPA 6 - Writing Conversation
- WPA 7 - Story Starters
- WPA 8 - Word Processing Terms
- WPA 9 - Find the Message
- WPA 10 - Word Search

II. PC File III Data Base Management Unit

Topic 31: Introduction to Data Base Management

- 31.1: An Introduction to Data Base Management
- 31.2: Who Uses Data Bases?
- 31.3: What Can a Data Base Management System Do?
- 31.4: A Data Base Management System is a Good Detective

Topic 32: Identifying Data Base Terms

- 32.1-32.2: Data Base Terms
- 32.3: How Well Do You Understand Base Terms?
- 32.4: Examining a Data Base File
- 32.5: Review

Topic 33: Displaying Data Base Records

- 33.1: Displaying Data Base Records
- 33.2-33.3: Loading the PC-File III Program
- 33.4: Browsing Activity

Topic 34: Searching Records for Exact Data

- 34.1: Searching Through Your Records
- 34.2: Practicing The Exact Search
- 34.3: Exact Search Challenges

Topic 35: Searching For Partial Data

- 35.1: The Partial Search
- 35.2: Partial Search Challenges

Topic 36: Sorting a Data Base File

- 36.1: Sorting a File
- 36.2-36.3: Sorting The Roster File

Topic 37: Planning a Data Base

- 37.1: Planning a Data Base
- 37.2-37.3: Steps to Determine Fields

Topic 38: Planning Data Base Reports

- 38.1: Planning Data Base Reports
- 38.2: Review

Topic 39: Designing a Data Base

- 39.1: Designing a Plan For The "World" Data Base
- 39.2-39.3: Data For The "World" File

Topic 40: Entering Fields and Fields Lengths

- 40.1: Entering Fields and Field Lengths
- 40.2-40.3: Loading the PC-File III Program
- 40.4: Review

Topic 41: Entering Records

41.1-41.2: Entering Records
41.3: Challenge

Topic 42: Adding Records

42.1: Adding Records

Topic 43: Modifying Records

43.1-43.2: Modifying Records

Topic 44: Deleting a Record

44.1: Deleting Records
44.2: Crossword Puzzle

Topic 45: Displaying Records

45.1-45.2: Displaying Records
45.3: Review

Topic 46: Finding Records Using the Exact Search

46.1: Finding Records Using the Exact Search
46.2: A Search Challenge

Topic 47: Finding Records Using the Partial and Soundex Searches

47.1: Finding Records Using Partial and Soundex Searches
47.2: The Soundex Search
47.2-47.3: Challenge Searches

Topic 48: Changing the Record Layout

48.1: Changing the Record Layout
48.2: Formatting A Report
48.3: Listing Records
48.3-48.4: Sorting a Data Base
48.5: A Density Comparison

Topic 49: Completing a Single Comparison Search

49.1: A Single Comparison Search
49.2-49.3: Listing Selected Records Using a Single Comparison Search

Topic 50: Printing a Multiple Comparison Search Report

50.1-50.2: Printing a Multiple Comparison Search Report
50.3: Printing a Report
50.4: Writing and Challenge Assignments

Topic 51: Creating an Integrated Report

51.1-51.2: Creating an Integrated Report Activities

Topic 52: Creating a Planets Data Base File

52.1: Creating a Planets Data Base File

52.2: Creating Data Base Reports

Topic 53: Using a Data Base for Research

53.1: Using a Data Base for Research
53.2: Designing a Plan for the States Data Base

Topic 54: Using a Data Base to Make Predictions

54.1: Using a Data Base to Make Predictions
54.2: Crossword Puzzle

Topic 55: Using a Data Base to Answer Questions

55.1: Using Data Base to Answer Questions
55.2: More Challenges

Additional Data Base Activities

DBA 1 - Do You Know These Data Base Terms?
DBA 2 - Word Find
DBA 3 - Designing Data Bases
DBA 4 - Social Studies Projects
DBA 5 - Science Projects
DBA 6 - More Science Projects
DBA 7 - Health and Fitness Projects
DBA 8 - Library/Math/Food Projects

III. As-Easy-As Spreadsheet Unit

Topic 56: Introdution to the Spreadsheet

56.1: Introduction to the Spreadsheet
56.2: The Electronic Spreadsheet
56.3: Learning Spreadsheet Vocabulary
56.4: A Sample Spreadsheet
56.5: Comparing Spreadsheets to Other Computer Programs
56.6: Worksheet Grid

Topic 57: Viewing the Spreadsheet Screen

57.1: Viewing The Spreadsheet Screen
57.2-57.5: Loading As-Easy-As
57.5-57.6: Review Questions

Topic 58: Moving the Cursor on a Spreadsheet

58.1: Moving the Cursor on a Spreadsheet
58.2: The Computer Lab Order Worksheet
58.3: Using the Cursor Movement Keys
58.4: Using Function Key F5-Goto
58.4-58.5: Review

Topic 59: Learning About Labels and Values

59.1-59.2: Learning About Labels and Values
59.3: Changing Values

Topic 60: Entering Labels

60.1: Entering Labels on a Spreadsheet
60.2: Entering Horizontal Labels
60.3: Entering Vertical Labels

Topic 61: Editing Labels

61.1: Editing Labels
61.2: Editing Keys
61.3: Review

Topic 62: Learning About Functions

62.1: Learning About Functions
62.2: Viewing a Function
62.3: Review

Topic 63: Learning About Formulas

63.1: Learning About Formulas
63.2: What Does a Formula Look Like?
63.3: Writing Simple Formulas
63.4: Writing Formulas that Contain Functions

Topic 64: Learning About Range and Global Commands

64.1: Learning About Range and Global Commands
64.2: Global Commands On A Spreadsheet

Topic 65: Formatting a Spreadsheet

65.1-65.2: Formatting a Spreadsheet
65.2-65.3: Formatting For Currency
65.3-65.4: Review

Topic 66: Entering Values

66.1-66.2: Entering Values Activities

Topic 67: Entering a Formula

67.1-67.2: Entering a Formula
67.2: Review

Topic 68: Using the Copy Command

68.1: Using the Copy Command
68.2: Exact and Relative Values
68.2-68.3: Copying Values
68.3: Copying a Formula

Topic 69: Using the Move Command

69.1: Using the Move Command

Topic 70: Copying a Formula

70.1-70.2: Copying a Formula
70.2-70.3: Review

Topic 71: Writing a SUM Function

71.1-71.3: Writing a SUM Function
71.3: Review

Topic 72: Inserting and Deleting Rows and Columns

72.1: Inserting and Deleting Rows and Columns
72.2: Deleting a Column
72.3: Deleting Rows
72.3-72.4: Review

Topic 73: Figuring Averages

73.1: Figuring Averages
73.2: Entering Values
73.3: Writing the Average Function
73.4: Find the Class Average
73.5: Worksheet Grid

Topic 74: Using Other Functions

74.1: Using Other Functions
74.1-74.3: The Magadan Family's Vacation Expenses
74.4: What Do You Think?
74.5: Worksheet Grid

Topic 75: Creating and Printing a Budget Spreadsheet

75.1: Creating and Printing a Budget Spreadsheet
75.2: Printing A Spreadsheet
75.3: Worksheet Grid

Additional Spreadsheet Activities:

SA 1 Sports and Hobbies
SA 2 Consumer Skills and Banking
SA 3 Social Studies/Math
SA 4 Travel/Health and Fitness
SA 5 A Final Assignment (A Neighborhood Project)
SA 6 Writing a Computer Observation and Interview Report

Questionnaire

This is an experimental guide for staff development in computer education. It is a pioneering effort to standardize computer instruction on a citywide basis. Your suggestions for improvement are most welcome.

1. How many classes in your school use tool software?____________________

2. What grade levels do the participants in this course teach?____________

   ____

3. Is the format of the guide useful?_________________________________

4. Is the guide well organized?_____________________________________

5. Are the goals of the guide clearly stated?___________________________

   ____

6. Are the activities appropriate for the intended participants?__________

   ____

7. Is there sufficient emphasis on enduring computer concepts, such as good documentation, modular design, problem-solving skills, and so forth?

   ____

8. Did the learning activities enable participants to achieve the performance objectives?____

   ____

9. What changes (if any) would you make in the activities presented in the guide?____

10. What additions would you make to the scope of the course content?

    ____

    ____

11. What topics in the course of study would you delete or change?

    ____

    ____

12. Was the interest level high among the participants?

    ____

13. What changes in sequence would you recommend?_______________________

    ____

14. What difficulty (if any) did you encounter in implementing this guide?

____

____

15. What do you consider to be the overall strengths of the guide?
(If any)

____

____

16. What do you consider to be the overall weaknesses of the guide?
(If any)

____

____

17. What changes would you suggest to improve the quality of the guide?
(If any)

____

____

18. Please make any additional comments you feel are appropriate.____________

____

____

____

Return to:

Jeffrey Branzburg
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Central Operations
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Brooklyn, N.Y., 11201

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